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ABSTRACT

This document reports a conference attended by 137 representatives of institutions awarding the doctorate in education. They were invited to 1) study the findings of a research study ("An Inquiry into Conditions Affecting the Pursuit of the Doctoral Degree in the Field of Education"; see SP 004 600 and SP 004 601); 2) to draw their own conclusions regarding the implications for their present programs; and 3) to explore the possibility and desirability of drafting some minimal standards which would serve as a guiding pattern for the improvement of all doctoral programs. The first half of the report contains a summary of the study findings, a summary of conference deliberations, recommendations, and editorial comment on each of six subtopics: general characteristics of the institutions and individuals, recruitment of candidates, admission practices, requirements in instructional programs, personnel factors affecting completion of degrees, and future expectations. The second half of the report contains main addresses presented at the conference: "The Doctorate in Education--The Institutions" by John H. Russel; "The Doctorate in Education--The Graduates" by J. Marlowe Slater; "Graduate Education Today" by Bernard Berelson and "Teacher Education in the 1960's by E. T. McSwain. (SP 004 599 is the conference working paper and SP 004 603 and ED 010 188 are related papers.) (JS)

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REPORT OF THE CONFERENCE, MAY 2, 3, AND 4, 1960
EDGEWATER BEACH HOTEL, CHICAGO, ILLINOIS

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Volume Three—Conference Report

The DOCTORATE IN EDUCATION

An Inquiry Into Conditions Affecting the Pursuit of the Doctoral Degree in the Field of Education

SP004602

THE AMERICAN ASSOCIATION OF COLLEGES
FOR TEACHER EDUCATION 1961

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INTRODUCTION

Early in 1958, the Committee on Studies of The American Association of Colleges for Teacher Education (AACTE) approved a plan calling for an analysis of conditions and factors affecting the pursuit of doctoral programs in Education. This study, entitled *An Inquiry into Conditions Affecting the Pursuit of the Doctoral Degree in the Field of Education,* was conceived and carried forward by the Association's Subcommittee on Faculty Personnel for Teacher Education. The *Inquiry* was composed of two related phases, both carried on simultaneously with frequent co-ordination. One phase, carried on by a research team at the University of Denver, surveyed the practices of the 92 institutions awarding doctorates in Education at the time of the study. Each institution was asked to report on its practices in preparing individuals for the two degrees: Doctor of Education and Doctor of Philosophy in Education. The other phase, carried on by a research team at the University of Illinois, surveyed the 3375 individuals who had received these degrees during the period, 1956-58. Each recipient of a Doctorate in Education was asked to report on his experiences and personal reactions in pursuing the degree to a successful completion.

The results of the two studies were published by AACTE in two volumes, *Volume I—The Graduates* and *Volume II—The Institutions.* These volumes provided the basis for discussion at the Conference on the Doctorate in Education, held in Chicago, Illinois, May 2-4, 1960.

Through the generous support and encouragement of the Carnegie Corporation of New York, funds were made available in part for the publication of a *Conference Working Paper,* which summarized the data of the two original voluminous studies and proposed questions for discussion at the Conference. The Carnegie Corporation also supported, in part, the expenses of the Conference and the publication of this Report.

THE PLANNING AND ORGANIZATION OF THE CONFERENCE

In December 1959, a meeting of the Planning Committee was called in Chicago, at which the general structure of the Conference was set and conclusions were reached concerning the organization and content of both the *Working Paper* and the

May meeting. The material of the two studies seemed to fall logically into six main categories:

1. General Characteristics of the Institutions and Individuals
2. The Recruitment of Candidates
3. Admissions Practices
4. Requirements in Instructional Programs
5. Personnel Factors Affecting Completion of Degree
6. A Look to the Future.

Around these six areas, then, both the *Working Paper* and the Conference were organized. The Planning Committee felt that responsible officials of institutions awarding the doctorate in Education should have an opportunity to study the findings of the two studies, to draw their own conclusions regarding the implications for their present programs, and to explore the possibility and desirability of drafting some minimal standards which would serve as a guiding pattern for the improvement of all doctoral programs.

Invitations were sent to the 92 institutions included in the original studies, to seven universities which had adopted doctoral programs since 1958, to 27 institutions which had reported that they planned to offer the doctorate by 1970, and to several interested and related organizations, such as Phi Delta Kappa, the American Council on Education, Association of American Colleges, the United States Office of Education, regional accrediting associations, the Commission for the Advancement of School Administration, the Research Division of the National Education Association, the American Association of Universities, and National Catholic Education Association, American Psychological Association, and Western College Association. In all, 150 invitations were sent, with 137 representatives in actual attendance at the Conference. It should be noted that this overwhelmingly enthusiastic response of the institutions is a tribute to the dedication of administrative officers to the continual improvement of their programs. It further underscores the critical importance which such officials place on the need for improvements and expansion of doctoral programs in Education in the immediate future.

As finally planned and executed, the Conference on the Doctorate in Education proved to be a unique and rewarding experience. The two and one-half days of May 2-4 were tightly scheduled, with emphasis upon opportunities for the conferees to discuss all phases of the two studies. The general schedule of the Conference was as follows:

Monday, May 2

10:00 a.m.—12:00 noon—General Session

Introduction to the Conference: Henry H. Hill, President, The American Association of Colleges for Teacher Education; President, George Peabody College for Teachers, Nashville, Tennessee

"The Doctorate in Education—The Institutions": John H. Russel, Specialist in College and University Organization, U. S. Office of Education; formerly, Associate Professor of Education, University of Denver

"The Doctorate in Education—The Graduates": J. Marlowe Slater, Director of Teacher Placement, University of Illinois, Urbana

1:15— 3:15 p.m.—First Meeting of Discussion Groups

3:30— 5:15 p.m.—Second Meeting of Discussion Groups

6:30— 9:00 p.m.—General Session

Address: "Graduate Education Today": Bernard R. Berelson, Director, Bureau of Applied Social Research, Columbia University, New York City

Tuesday, May 3

8:30—10:15 a.m.—Third Meeting of Discussion Groups

10:30—12:15 p.m.—Fourth Meeting of Discussion Groups

2:00— 3:45 p.m.—Fifth Meeting of Discussion Groups

7:15— 9:00 p.m.—Division Meetings on *A Look to the Future*

Wednesday, May 4

8:30—11:00 a.m.—General Session

Oral Summaries of Discussion Groups

11:15—12:00 noon—Address: "Teacher Education in the 1960's": E. T. McSwain, Dean, School of Education, Northwestern University, Evanston, Illinois

The only breaks in the concentrated attention given to the data in the studies were Dr. Berelson's presentation of the conclusions of his study of the doctorate in fields other than Education, and Dean McSwain's closing address.

The division meetings scheduled for Tuesday evening were an attempt to reconstruct the membership of discussion groups, which had remained constant throughout the Conference, into new formations so that a fresh approach to projecting our thoughts into the future might be obtained.

Manuscripts of all main addresses are reproduced in full in Part Two of this Report.

Great latitude has been extended the editor to interpret the material in this Report as he sees fit. In general, editorial comment has been restricted within a section following each chapter and is so designated. However, it should be clearly admitted that any attempt to present an interesting report will reflect the personal biases of the author. While the rough draft of this Report has been submitted to and has received the general approval of the Subcommittee on Faculty Personnel for Teacher Education, the editor accepts full responsibility for the accuracy of all statements, and for any editorializing which may color his reporting.

Grateful acknowledgement is due Dr. C. Norton Coe, Dean of the Graduate School, Northern Illinois University, for his invaluable help in criticizing the manuscript.

WILBUR A. YAUCH, *Editor*
Professor of Education
Northern Illinois University
DeKalb

Part One

SUMMARIES, CONCLUSIONS, AND RECOMMENDATIONS

chapter I

GENERAL CHARACTERISTICS OF THE INSTITUTIONS AND INDIVIDUALS

SUMMARY OF THE STUDIES

The material in this section, as is true of the first section of each of the succeeding chapters, has been drawn from the two original studies around which the Conference was organized. This summary is necessarily sketchy and does not cover adequately all the relevant data but is included here to give background for the conclusions and recommendations. In order to compensate partially for the deficiency of data, reference is frequently made to the numbered tables in the original studies. Throughout this Report, material abstracted from the survey of the graduates (Illinois Study) will be referred to as Volume I; material taken from the survey of institutional practices (Denver Study) will be referred to as Volume II. Each of these volumes may be purchased from The American Association of Colleges for Teacher Education.

Characteristics of the Institutional Sample

Of the 92 institutions known to award doctorates in Education during the 1956-58 period, 81 returned completed questionnaires, and these constituted 88% of the total (Vol. II). Ninety percent of the institutions were either state or private universities, with 60% of the sample being composed of state universities, and 40% privately controlled (Vol. II, Table 3). Of the total 92 institutions, 17 awarded only the Doctor of Philosophy in Education degree, 27 awarded only the Doctor of Education degree, and 48 awarded both degrees (Vol. II, Table 2).

Considerable difference in the method of administrative control of the two degrees was reported. Eighty-two percent of the institutions which granted the Ph.D. in Education stated that the administrative responsibility rested with the Graduate School, whereas only 58% reported such control for the Ed.D. (Vol. II, Table 5). Nearly a third (32%) of the latter institutions tended to centralize control of the Ed.D. in the College of Education. However, since the universities which gave autonomy to the College of Education tended to be the larger ones, over 50% of all those who received the Ed.D. were under the control of that college.

As might be expected, the size of the faculty in Education is related to the size of the institutions which award doctorates. Since only the larger universities tend to award advanced degrees, the staff in Education is proportionately large. The median number of full-time faculty in Education is 35, which is augmented by an additional part-time staff of 10 (Vol. II, Tables 7 and 8). (Medians rather than means are used throughout this Report, since a small number of extremely large institutions would tend to skew the central tendency and distort general impressions. For instance, the range of full-time staff is 7-152, and of part-time personnel is 0-174.)

The production of new doctorates has more than tripled over the past ten years, from 681 in 1949 to 2043 in 1958. However, the production during the two most recent years has slowed down. In 1956, 1627 new doctorates were produced; while in 1957 this number had been increased by only 174, with a two-year total of 3428. This number was almost equally distributed between public and private universities, with the private institutions accounting for 52% of the total (Vol. II, Table 10).

Greatest production was concentrated in a very small number of institutions, with nearly 25% of all advanced degrees being conferred by two institutions, and a third (33%) granted by the five highest producing (Vol. II, Table 9). The Middle Atlantic states constituted the region of greatest productivity, accounting for 36% of all doctorates in Education. The East North Central region came in second with 19% (Vol. II, Table 11).

While the variety of fields of concentration extends over 59 different areas, over 50% are in the five largest fields of: School Administration (22%), Guidance and Counseling (10%), Educational Psychology and Child Development (9%), Elementary Education (6%), and Secondary Education (5%) (Vol. II, Table 14).

Characteristics of the Recipient Sample

Three thousand three hundred and seventy-five questionnaires were mailed to individuals who had received a doctorate in Education during the 1956-58 period. Of these, 2542 were usable returns, representing 78% of the total (Vol. I, Table 2). Sixty-six percent were recipients of the Doctor of Education degree, and 34% received the Doctor of Philosophy in Education degree (Vol. I, Table 3). These percentages vary somewhat from those yielded by the institutional phase which showed 63% receiving the Ed.D. and 37% the Ph.D. However, since these reports are based on less than a 100% sample, the differences may be accounted for in the missing returns. (The graduate phase was based on 2542 returns, and the institutional phase reported on 3428 (Vol. II, Table 9). Since the institutional phase is based on a higher percentage of the total, its figures are probably more nearly accurate.)

Important differences are revealed in the fields of concentration chosen by the recipients of the two degrees. Students who chose School Administration, Curriculum, or Secondary Education were candidates for the Ed.D. in over 80% of the cases, while those who specialized in Clinical Psychololgy, Educational Psychology, or Social Foundations favored the Ph.D. (Vol. I, Table 6).

A greater proportion of men than women chose the Ed.D. degree. This is probably explained by the fact that men tended to choose the field of School Administration where 86% of them pursued the Doctor of Education degree.

The sample can be characterized sociologically as strongly mobile in an upward direction. While those who succeeded in obtaining an advanced degree may be classified exclusively as "professional," only 30% of their fathers and 3% of their mothers may be so classified (Vol. I, Tables 16 and 19). Thirty percent of the sample were reared in large cities or their suburbs, and over 50% came from towns of more than 10,000 population (Vol. I, Table 11). The Great Plains states seem to produce a much higher proportion of the total group than might be expected from the general distribution of population, while the Southern states produce generally less than expected. About 80% of the sample were married, and 84% of these had children (Vol. I, Table 24). Sixty-two percent of the spouses held a bachelor's degree or higher, usually in the field of Education (Vol. I, Tables 25 and 26).

The age of the group at the time of completion of the degree was 38-39 for the candidates for the Ph.D., and the Ed.D. recipients were about two years older. On the average, the graduates had about ten years of prior experience, with the men reporting from two to three years of military service.

SUMMARY OF CONFERENCE DELIBERATIONS

The Problem of Standards

Marked differences in institutional practices raised the perennial question of the need for some national criteria which would help to guide the programs in established institutions and in those planning on the introduction of the doctorate. As used in this context, the term "standard" was meant to imply a flexible, generalized set of principles rather than a rigidly structured list of objective data.

The feeling was expressed generally that we had probably carried our belief in institutional autonomy so far that generalizations about the doctorate in Education were difficult to make. While there was ample evidence to support the contention that institutions are responsible agencies, deeply devoted to the principle of high quality, the doctorate in Education may suffer from too little agreement as to what constitutes a quality program. It was easy to agree that common, identifiable elements in all programs are necessary, but it was much more difficult to obtain any enthusiasm for any specific proposals for common standards.

One group attempted to suggest some specific areas in which standards need to be developed, particularly for guidance to institutions as they establish new doctoral programs. These areas are: (a) type of program, (b) the number of areas of concentration, (c) complexity of services rendered, (d) areas of competency covered by the staff, (e) the availability of institution-wide resources, (f) quality of staff, (g) size of staff, (h) library resources, (i) quality of the master's degree program, (j) staff loads, (k) physical facilities, and (l) financial support.

Perhaps lack of time and the extreme difficulty of the problem compelled the group to stop at this point and to hope that some official agency might accept the responsibility of specifying the details in each of these areas.

Throughout the Conference faith was expressed that, in time, common standards would inevitably become a reality, but great caution should be exercised in forcing the issue too quickly. We need time to mature our thinking with regard to the need and desirability of standards; and the heavy hand of tradition weighs the balance. Not only were the participants unwilling to relinquish their institutional freedoms, but they were particularly reluctant to "buy a pig in a poke." Until some objective proposals are offered which can be examined in the light of their promise of desirable unification, the participants felt that they would prefer to express approval only of the general notion that some minimum standards *might* be established. The plea was forwarded vigorously that any attempt to move in the direction of general prescriptions for doctoral programs should be tempered liberally by an overriding concern for the importance of institutional initiative and flexibility. In any attempt to solve the difficult problem of finding the golden mean between the extremes of total local autonomy and national prescription, care must be taken to preserve a maximum of individual freedom.

Guidance for New Programs

Some sentiment was expressed that the first step in better planning for doctoral programs might occur at a regional level, with the AACTE accepting the responsibility for providing some guiding leadership. Attention was given to the considerations which confront institutions as they move into new programs. Concrete advice to these institutions included the following:

1. Institutions adopting new programs need to move cautiously into them, paying particular attention to beginning with those areas in which their resources are most adequate, and developing additional programs only as their facilities and staffs are increasingly capable of handling them. Fear was expressed that too many institutions would rush into ill-conceived and poorly supported programs merely because the pressure from the field was strongly felt.

2. Care should be taken that the development of doctoral programs does not drain away resources from the undergraduate

program. Since teaching at the doctoral level carries greater academic prestige, there is the ever-present danger that the undergraduate program will become a forgotten "stepchild."

3. Consultants from experienced institutions might be invited to help plan and initiate a new doctoral program. Perhaps it would be wise to select consultants from several institutions of similar composition in order to avoid the danger of undue influence from any one of them. Since it is clearly apparent that programs tend to reflect the unique character of an institution, it is desirable that the new program be indigenous rather than a direct importation from any existing institution.

4. Institutions should be cautioned against the tendency to establish new programs before existing ones have reached their maximum potential.

Fields of Concentration

Considerable time was devoted to a discussion of whether or not 59 different fields of concentration represented proliferation or merely different conceptions of what constituted a *field*. Evidence was submitted that this great diversity of fields was partly the product of individual interpretations by referring to the fact that the individuals surveyed identified 84 fields instead of the 59 reported by institutions. It was agreed that some of this apparent proliferation was a function of an individual's desire to be recognized in the field of his preferred specialty. However, an examination of the list of fields reported caused the conclusion that, while there were probably not as many as 59 or 84, there were undoubtedly too many, and the list could stand some vigorous pruning. But, before any weeding is undertaken, it was agreed that a more careful definition of what constitutes a field is needed. No essay of this difficult task was attempted at the Conference; at least, none that was formally reported.

General agreement was reached that only a few real fields of concentration exist, and that we ought to address ourselves to the task of defining them more clearly. Acceptance was given to the five most commonly reported fields: School Administration, Counseling and Guidance, Educational Psychology and Child Development, Elementary Education, and Secondary Education. But, from this point on, consensus disappeared rapidly. There was some sentiment for the proposition that nearly all the remaining fields could be subsumed under these main categories.

It should not be assumed that there are not fields other than those listed which are not equally important, but no substantial agreement was reached concerning what they were or the extent to which they deserved special mention.

Administrative Controls

Agreement concerning administrative controls over the two doctoral degrees in Education was more difficult to achieve. The wide variety of institutional practices was felt to be a desirable reflection of individuality, and a search for some perfect pattern of control might well end in a fruitless pursuit of the mythical "pot of gold at the end of the rainbow." However, in considering the unhappy choice between Graduate School versus School of Education control, there was greater sentiment in favor of the all-institutional flavor of the Graduate School. This agency represents strengths and opportunities not found in the professional school, particularly with regard to the following:

1. The Graduate School generally carries greater prestige in the institution as a whole.
2. One central agency of control is in a better position to standardize both the form and substance of all doctoral programs, thus giving Education an equal status with all other disciplines.
3. Through the leadership of the Graduate School, Education has an opportunity to avail itself of the total resources of the university, particularly in regard to staff resources in other areas.

The Conference participants were unwilling to favor exclusive control either by the Graduate School or the School of Education. They felt that each institution needs to have the freedom and encouragement to develop that means of control which best suits its individual purposes, and should desirably reflect its own personalities and traditions. However, regardless of the choice made, certain guarantees should be inherent in any administrative control, among which the following were considered most important:

1. A considerable amount of freedom and flexibility in the development of professional programs suited to the abilities and resources of faculties in professional Education
2. Close harmony established between the Graduate School and professional Education, so that the field may look to the

Graduate School to provide the leadership and establish the rapport essential to the mutuality of professional and cognate areas

3. Greater encouragement to engage in curricular experimentation. Perhaps the apprehension of Graduate School control over professional Education is caused when the central authority attempts to force the professional school into unacceptable molds of academic requirements.

Size of Institution

The Conference refused to become excited over the rapid growth of a few overwhelmingly large institutions. There appears to be enough work for all, a situation which provides the newer and smaller institutions with the opportunity to develop to the extent of their resources. Since there was the feeling that the larger institutions do not exercise direct control or influence over the smaller ones, there was a tendency to dispose of this question as being largely irrelevant.

It was recognized that the size of an institution is, to a large extent, the product of geography. Since we know that proximity is a potent factor in determining the choice of institution, it is only natural that the larger institutions will develop in or near larger cities. The only solution, as one reporter humorously stated it, is to "move Columbia University to Kansas City."

Perhaps the only real concern shown over the factor of size was the possibility that the larger institutions, as the result of the inexorable pressure of numbers, might tend to develop more impersonal relations with doctoral candidates, thus vitiating one of the more important strengths of graduate programs. However, impersonality is more likely to be the result of too high student-faculty ratios, and not the automatic functioning of size itself. Conceivably, this undesirable condition could easily occur in the smaller institutions as well as in the large ones.

One Degree or Two?

In all groups, a great deal of discussion centered around the question, "One degree or two?" Although some sentiment favored the elimination of the Ed.D., with the consequent blanketing of all programs under the Ph.D., most participants felt that the former degree was "here to stay." Since this appeared to be the most likely eventuality, attention was directed to the critical importance of differentiating sharply between the two degrees. General agreement was found in identifying the Ph.D. in Education with the traditional research function, with the disposition to suggest that even a greater emphasis on research might be placed on the requirements for this degree. Certain areas of concentration, such as Clinical Psychology and History of Education, might lend themselves quite naturally to such a sharpened focus. Assigning research emphasis to the Ph.D. would then leave the Ed.D. free to concentrate on functionally applied fields of teaching, administration, and supervision. It is obvious that such a clear-cut allocation of function to the two degrees would imply the need for considerable revamping of present programs so that the requirements and curricular designs of each would reflect the intended difference.

The Quality Factor

In general, there was substantial agreement on the importance of the doctorate, of whatever variety or specialized hue, being primarily concerned with the production of scholars who have the competency and the motivation to provide inspired leadership in the field of Education. Only through the recognized merit and superior stature of doctoral degree holders in Education will the field itself rise to its justified position of leadership in the institution. It was at this point that the battle cry of "Move up to quality" was so poignantly expressed. It is almost anticlimactic to add that one could hardly find a better means for exalting the superior merits of an institution than through the reputation it establishes in turning out doctoral graduates of the highest order.

RECOMMENDATIONS

In each of the discussion groups the members either hinted at or directly suggested that certain courses of action be taken. These implications and direct recommendations have been abstracted from the recorders' reports and are listed in a concluding section in each chapter. These proposals might well be considered a platform of action for The American Association of Colleges for Teacher Education in the years ahead.

Certain research studies were suggested, the results of which would provide guidance for institutions as they develop new programs

or revise and improve present ones. The following were mentioned most frequently:

1. A study of the actual cost, to the student and to the university, of each doctoral degree granted. Many institutions are currently planning to introduce doctoral programs without any clear-cut information of what this might mean for their operating budgets. If such information were available it might deter some institutions from precipitous adventure into programs they are clearly unable to support.

A subsidiary aspect of cost is related to the question of how much good programs cost. The answer to this question clearly entails the necessity of determining somewhat objectively the phenomenon of quality and how it is related to cost. It also implies the necessity of facing the hard question of how quality is to be identified and evaluated, which leads to the next suggestion.

2. A study to determine the exact nature and the indices of quality itself. No one underestimates the difficulty of trying to spell out quality goals and the means for evaluating them. But the conferees seemed to think that one promising approach might be the collection of case studies of the practices of institutions which have a reputation for outstanding programs. How these institutions are to be selected was left to the imagination of those who might attempt the study.

3. A study to determine which areas of concentration are already in oversupply and which are in critical shortage. There was doubt in the minds of participants of the importance of the relation between the number of graduates in each of the major fields of concentration and the need for such specialties as determined by the present and future demand. For example, it is generally conceded that we cannot possibly absorb into school administration the number of doctoral candidates who annually seek positions in this field. But no one has reliable information of the exact number needed, either nationwide or regionally. It has been suggested that, if the facts were known, institutions could achieve greater efficiency in guiding new candidates into the areas of critical shortage and dissuading them from overpopulating the popular fields.

4. A study to determine the effect of institutional size on student-faculty relations. The Illinois Study made no attempt to discover to what extent the graduates were denied adequate advisement either because the professor had too many students to counsel or the student got lost in the magnitude of the institutional enterprise. While no one directly suggested that the size of an institution necessarily interferes

with student-faculty relations, there was a haunting fear that it is possible for a university to get so large as to become unwieldy in its more intimate contacts. The Conference members would be happy to have this fear allayed by some factual evidence.

5. A follow-up study of the present report. Appreciation was expressed for the help and insight the present two-year study gave the participants. It was agreed that it should be repeated periodically, perhaps once every five to ten years. Further comparable studies would provide information about the trends in doctoral study, in addition to giving evidence of the extent to which present attempts to improve programs were bearing fruit.

Throughout the Conference, concern was expressed over the impending advent of new institutions entering the doctoral program. Those who have had many years of experience in developing enviable reputations for administering programs of high quality were concerned lest the need for more doctorates would spark the emergence of "crash programs." While there was a spirit of friendly encouragement to new institutions to enter the arena, this encouragement was tempered by a plea not only to protect present quality but to increase it by ensuring that only the most worthy would be admitted to the select circle. To that end, suggestions were offered as guides to the development of quality programs:

1. The establishment of criteria for the inauguration of new programs. While institutional representatives generally held a dim view of standards as such, particularly if these standards legislated for conformity and against individuality, it was recognized that some "guidelines" would need to be created to give new institutions some idea of what constituted high quality. It was strongly implied that such guides would need to be developed by the profession as a whole, but placed in the hands of professional organizations, such as The American Association of Colleges for Teacher Education or the National Council for Accreditation of Teacher Education, for application to specific institutions.

The Conference members extended some further friendly advice to institutions planning on new doctoral programs. It was suggested that they give serious attention to the need for launching new programs only after a painstaking study of the competencies of their present staff in those areas in which critical need has been established. They warned against too rapid expansion and pleaded for a clear understanding of the complexities and difficulties involved.

2. The calling of regional conferences to plan new programs. Concern was constantly voiced over the possibility of too many insti-

tutions rushing headlong into new programs without consideration of the need, with consequent duplication of effort and unwarranted competition. It was stressed that the systematic planning of new programs would be materially aided by conferences of all present and new doctoral institutions in a geographic area. At these conferences an examination of available evidence with respect to the needs of the field might be undertaken so that each institution would have some indication of its proper contribution. It was further suggested that institutions with master's and specialist's programs might confer regionally with institutions with well-established doctoral programs in order to explore the possibility of arranging some co-operative and co-ordinating relationships between the two. Some such arrangement already exists, wherein one institution is responsible for the first two years of graduate study after which its graduates then transfer to the doctoral institution for completion of requirements.

EDITORIAL COMMENT

It became apparent early in the Conference that unanimity was an unachievable goal, if, indeed, it could be called a goal at all. As one Conference reporter stated succinctly at the Wednesday morning general session, "The agreements reached at this Conference represent compromises to which institutional representatives adjusted with varying degrees of discomfort." Individual institutions reflected at all turns the consequences of demanding and obtaining almost total autonomy in the development of their present programs. Virtually no factor was revealed in either the studies or the reactions of the representatives on which unanimity could be attained or was greatly desired. Some concern was expressed for the relatively low esteem accorded the doctorate in Education, with the predictable result that great emphasis was placed on the importance of developing higher quality in all programs.

Generally, institutions with well-established programs and some degree of academic prestige were inclined to view with disfavor any attempts to tamper with their freedom to determine the nature, organization, or requirements of their doctoral degrees. They consistently pleaded for the continued right to initiate and execute those programs which they felt would best suit their individual needs and purposes. Institutions with newly established or yet-to-be-established programs seemed to be more eager for some central direction and the development of national standards.

Of all the factors submitted for discussion, the question of individual initiative versus some degree of centralized control provided the most controversial material for spirited interchange. While the great majority of participants agreed that a major obstacle to more general recognition of the doctorate in Education is its lack of uniformity, incontrovertible arguments were persuasively advanced for a continuation of the *status quo*. Attemps to suggest common standards by which all doctoral programs in Education could be recognized were persistently resisted.

As the reader will undoubtedly discover in the presentation of the conclusions reached, all general agreements are qualified so that institutional autonomy is protected. Perhaps it is to be expected that representatives would hesitate to commit their universities to agreements which might prove unpopular at home; in fact, it might well be that the representatives were in no position to make such commitments, even if they personally agreed with them. But it seems inevitable that, if Education is ever to achieve the status and acceptance it so richly deserves, our future standing will come only as we are able to identify and to commit ourselves to those common standards which will serve to mark Education as a meritorious field of concentration, regardless of the institution in which it exists.

chapter II

THE RECRUITMENT OF CANDIDATES

SUMMARY OF THE STUDIES

If there is to be any substantial increase in the number of candidates for advanced degrees in the immediate future, it is particularly important that considerable attention be paid to the source of supply and the means by which it may be tapped effectively. It would appear from an examination of the evidence produced by the study of recipients of doctoral degrees that the major factors affecting the choice of institution, the kind of doctoral program chosen, and even the extent to which candidates are capable of continuing study after they have begun, are largely fortuitous rather than deliberately considered by the degree-granting institutions.

While the institutions polled reported that they exercise some initiative in attempting to attract promising candidates, these efforts are largely restricted to the efforts of individual faculty members, with 48% of the institutions reporting this as a major means of recruitment (Vol. II, Table 43). Other than this, 33% depend upon their publications to bring the advantages of the program to the attention of students and 21% hope that the availability of financial aid will make their institution attractive. It is important to note that 39% of the institutions frankly reported that they did not engage in any systematic effort to attract doctoral candidates.

Timing of the Decision To Engage in Advanced Study

An examination of the responses of those who complete doctoral programs reveals that many factors are influential in their choices. In the first place, it is important to emphasize that most students do *not* make a decision to pursue advanced work early in their careers. Nearly three-fourths of them wait until they are already engaged in graduate work, or have completed work on the master's degree, before deciding to continue their studies (Vol. I, Table 29). Since an overwhelming proportion (87%) of those who became candidates for a doctorate in Education engaged in some form of educational work prior to their candidacy—usually teaching and/or administration—and probably elected to continue their graduate work for the purpose of improving their financial welfare, the decision to continue work for the doctorate became a matter of expediency (Vol. I, Table 58). In only a small percent of the cases had the candidate considered the advantages of the doctoral degree during his undergraduate days (12% of the Ed.D.'s and 21% of the Ph.D.'s).

Reasons for the Decision To Engage in Doctoral Study

The most influential factors determining the decision to pursue an advanced degree are: the advice or example of a former professor, the counseling of one's professional colleagues, and the urgings of one's spouse (Vol. I, Table 32). Respondents frankly admitted that in nearly 35% of the cases *chance* determined to some degree their choice of the institution from which they eventually received their doctor's degree (Vol. I, Table 76).

When asked to indicate their personal reasons for wanting an advanced degree, the respondents gave the kinds of answers one could easily predict, such as the desire for new knowledge and to remain well qualified in their professional work; but equally important was the natural desire to increase their earnings and to advance in the profession (Vol. I, Table 35).

The three most influential material factors which enabled students to pursue their advanced work were: an unexpired G.I. Bill, obtaining a scholarship or fellowship, and personal savings (Vol. I, Table 37).

Prior Experience of the Candidates

Half of the candidates for doctoral degrees earned their undergraduate degree at one of the major private or public universities (Vol. I, Table 41). Since these same institutions are the ones in which the majority of doctorates (95%) are awarded, there is some reason to believe that one of the important factors in the decision to pursue a doctor's degree is the presence of such a program on the campus of the student's undergraduate institution. While nearly a third of the students (32%) received their three degrees from different institutions, 13% stayed at the same place for all three degrees (Vol. I, Table 53). Eighteen percent received the bachelor's and master's degrees from the same institution, and nearly a third obtained their master's and doctor's degrees on the same campus. In other words, two-thirds of the students were awarded two of their three degrees by the same college or university.

There appears to be a slight difference between the two degrees in Education with regard to the concentration of all degrees at the same institution. Thirty-five percent of the candidates for the Doctor of Education degree received their three degrees from different institutions, while this was true of only 27% of those who obtained the Doctor of Philosophy in Education (Vol. I, Table 55).

A third of those who completed the requirements for the doctorate held an undergraduate major in Education, but an almost equal number (27%) specialized in the social sciences at the undergraduate level (Vol. I, Table 44). However, a much larger proportion (69%) of those who received doctorates also completed a master's degree in the same field.

One-half of the doctoral candidates completed their undergraduate degrees in complex state universities, but a much larger percentage (82%) obtained their master's degrees in this type of institution (Vol. I, Tables 42 and 46).

Sixth-year programs in Education have developed too recently to produce much evidence concerning the extent to which they constitute an aspect of the candidate's program of study leading to the doctorate. It is not surprising to discover that only 1.5% of the sample reported the completion of work leading to a certificate of advanced standing (Vol. I, Table 52).

A definite pattern of prior professional experience is revealed by the study of recipients of advanced degrees. A large portion (87%) of those who eventually obtained doctorates in Education came from some educational position, either in the public schools or colleges (Vol. I, Table 58). After an initial period of public-school service during which time they completed their master's degree requirements, they continued on into the early stages of the doctoral program. At this point, they either chose to remain in the public schools in some administrative or specialist capacity or accepted a teaching position in an institution of higher learning and became a serious candidate for an advanced degree. This pattern varies significantly between those who pursued the two degrees. While half of those who received the Ed.D. degree came directly from a public-school position, this was true of only about a quarter of the Ph.D. recipients (Vol. I, Table 62).

The strong influence of the nature of prior experience on the selection of the type of degree is particularly apparent for those who elected the Ed.D. degree (Vol. I, Tables 60-66). Success in the teaching field or administrative position is likely to incline one to pursue a program of advanced study which maximized ability already demonstrated.

Factors Influencing the Choice of Institution

Evidence pertaining to the reasons candidates chose a particular institution for advanced study is not flattering to the Graduate School. Over half the respondents indicated that proximity played an important part in their selection (Vol. I, Table 71). The study does not reveal whether proximity results in better knowledge of the institution and its program or becomes a matter of convenience. It would seem important that institutions discover to what extent their services are being used simply because they are conveniently available and to what extent individuals choose them because of their reputation for excellence. Some evidence of the latter is revealed by the fact that nearly two-thirds (63%) of the respondents indicated that they chose the institution because of the reputation of individual faculty members (Vol. I, Table 71).

In order that unwarranted conclusions are not drawn, several factors involved in the selection process need to be related. Since candidates for doctoral degrees tend to begin graduate study while they are currently engaged in some educational enterprise, it is understandable that they would choose the institution most accessible to them and to which they might go while fully employed. Once they begin their studies at the master's degree level, convenience impels them to continue this pattern until forced by the residence requirement to enter the Graduate School full time. This conclusion is borne out by the fact that 37% of the respondents listed "credit already earned" as an important reason for their choice of the institution to which they applied for candidacy (Vol. I, Table 71).

Although the chance factors listed above account for nearly half the reasons for choosing a particular institution, one must not discount the degree to which these fortuitous circumstances happen to fit into a person's careful planning for his advanced work. The large universities, which produce the greatest number of doctoral graduates, are situated in heavy concentrations of population, which also represents the biggest pool of potential candidates. Irrespective of the institution's proximity, one cannot summarily dismiss the students' claims that their choice of institution was influenced by careful planning.

SUMMARY OF CONFERENCE DELIBERATIONS

In all the groups which discussed problems of recruitment there was a high degree of agreement that we were not doing as well as we might. If the objective of increased quality is to be achieved, there will need to be more concerted and successful effort expended in the selection of those who enter doctoral study. Instead of depending upon the present admittedly informal procedures, there must be a sharpening of specific methods of attracting the highly qualified person. Much time was spent suggesting promising alternatives to the current tendency to depend rather heavily upon the institution's reputation, its geographic location, and the merit of its major professors.

Early Identification

Undoubtedly, there is great urgency in beginning the process of identification earlier in the student's college career. The evidence clearly points to the fact that the majority of doctoral candidates wait until late in the master's degree program before planning further graduate study.

Further, there was agreement that the work of the student at the master's degree level should relate more directly to doctoral study. At present, to establish a continuous program of doctoral study which includes the fifth year is almost impossible. Students tend to take a master's degree program which will make a functional contribution to their professional endeavors, with the inevitable result that it is highly vocational and specific. This forces the doctoral institution, if it desires and expects some broadening into related areas, to devote too great an amount of time to the development of competencies which should have been achieved in predoctoral study. Time and energy which might better be expended in developing depth in a specialty must be used to assure a cultural background which is obviously *prerequisite* to a professional concentration. Some of the present clamor for a greater amount of emphasis in cognate fields would subside if doctoral institutions had better opportunities for influencing curriculum designs over the total number of years of graduate study.

Steps in Identification

As is true in many professions, some distaste was displayed for the necessity of doing any "recruiting" at all. We would like to believe that the attractions inherent in the field of Education are sufficient to draw the attention of outstanding students. Conference members suggested that they would feel more comfortable if we referred, rather, to the "identification of capable students," and leave the matter of recruitment as it now operates. But, even with this more restricted and less aggressive concept, certain steps need to be taken to attract highly qualified and well-prepared students.

1. Identification of capable students will need to be made in areas other than Education at the undergraduate level. As it is, only one-third of the doctoral candidates are drawn from Education. Perhaps an even greater number should be sought in the arts, sciences, and humanities. At the master's degree level, capable students might be found in areas other than professional Education so that the present concern over narrow specialization at the doctoral level might be partially alleviated.

2. A serious question was raised with respect to the almost universal tendency to accept all master's degrees as equally relevant to all doctoral study in Education. If we are committed in the foreseeable future—and most conferees thought we were—to the necessity of building doctoral programs on master's degrees over which we have little control, it is vitally important that there be a more careful selection of candidates whose master's degrees make a legitimate and direct contribution to the area of specialty in which the student intends to concentrate at the doctoral level.

3. Perhaps one of the most important considerations in attracting qualified students to Education is the need to pay

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greater attention to the quality of the program, particularly its instructional phase. Superior students seem to be attracted to superior programs. If we are serious in our intentions to improve quality, we will need to lift ourselves by our own bootstraps. Doctoral programs of the future should represent selection and survival of the fittest.

4. Consideration of the above point led Conference participants to raise questions about the present tendency to emphasize the research function of the doctorate. They wondered whether many fine candidates had not been discouraged by emphasis upon a competency in which they were not particularly interested. A great majority of Doctors of Education will spend most of their professional careers in teaching rather than research. Many of them are basically motivated to pursue advanced study in order to qualify as better teachers. A large portion of time devoted to research may appear to them to be somewhat irrelevant. While little criticism was directed against the recognized desirability of all doctoral candidates' being competent in research, the proportion of emphasis was questioned.

Other Factors Related to Recruitment

Consideration of the problems of identification led discussion groups into analysis of some of the factors which were more deeply probed in other sections of the Conference. These are mentioned here but will be treated more extensively in other chapters of this Report.

One such consideration had to do with the question of age. There was some concern expressed over the practice of setting age limits at both extremes. It was felt that age itself should not be considered as important. Each candidate should be treated as a unique case, with the decision to admit to candidacy based on a constellation of factors. It was agreed, however, that we might well attempt to attract younger candidates to Education. The present average age of 40 years is probably in the process of being lowered, as fewer candidates with military service records are admitted. But it may be desirable to emphasize even younger ages for beginning doctoral programs, provided some changes are made in the present experience requirement.

While many students may continue to need to delay advanced study until they have accumulated a financial reserve, long experience records are not necessarily an unmixed blessing.

Prior experience should probably be long enough to promise a degree of maturity but not so long as is currently the case. Experience pertinent to the area of specialization should be deliberately built into the curriculum, thus reducing the need to emphasize prior experience. More will be said about this in the section on instructional programs.

One group wished to go on record as questioning the factor of *chance* as an influence on selection of the doctoral institution. Choice of institution is influenced by many factors, probably the most important of which is proximity. Many institutions are located in or near centers of population to which the local student is drawn for his master's degree program. Continuation in the doctoral program is not only predictable but desirable if the total graduate program is to be planned coherently. The group felt that chance of itself was a relatively unimportant influence, and its emphasis tended to give an erroneous impression of the circumstances.

In general, recruitment was conceived of as a long-term process which should extend considerably beyond present efforts. Doctoral institutions should show greater concern for developing close co-operation with high schools and undergraduate colleges in early identification of promising scholars. Master's degree institutions need to work more closely with doctoral institutions in developing curricula of which the first year or two dovetails smoothly and contributes directly to the total program leading to a doctorate. All four levels of formal education: high school, undergraduate college, master's program, and doctoral work need to co-operate more effectively in identifying able students and in developing curricular designs which lead to the doctorate.

As a footnote to the question of sources of supply for doctoral candidates, general enthusiasm was expressed for deeper exploration of the potential pool to be found in women who have interrupted their professional careers to marry and who might be encouraged to resume their studies after their children no longer require full-time care.

RECOMMENDATIONS

Several specific studies were recommended which would throw light on certain problem areas in recruitment.

1. A study of the reasons for drop-outs in the doctoral program. This concern was expressed by many members of the discussion

groups. The study is more properly related to the section on "Personnel Factors Affecting Completion of the Degree," but the groups considering recruitment were interested in discovering to what extent the apparent high mortality rate was a deterrent to prospective candidates.

2. A study of factors affecting the pursuance of the master's degree in Education. Conference members were aware of the important role of the master's degree in adequately preparing individuals for doctoral degrees. It was felt that more information concerning the basic motivations for obtaining this degree, the conditions under which it is pursued, and the standards prevailing to control quality, all would be extremely helpful in giving better guidance to those in charge of doctoral programs. It was suggested that such a study be designed to reveal evidence similar to the present studies of the doctorate.

3. A study of the motivations of those who enter the field of Education. Evidence deduced from the present studies suggested that we need to know more definitively the character, composition, and influences which combine to make up the present enrollment in Education at all levels of preparation. There are grounds for suspecting that Education is used by a large segment of the students to achieve "upward mobility" in social and economic status. No one questioned such motivations as unworthy, but the future course of planning might be materially altered if it is discovered that the suspicion is founded in fact.

Beyond these suggestions for specific studies, the Conference personnel proposed several practical aids to improving recruitment practices. In the first place, attention was called to the fact that the National Defense Education Act (NDEA) under Title IV has modified its original requirement that candidates must apply before they have completed no more than six months of graduate work beyond the bachelor's degree. It is now possible for students with a completed master's program to apply for support, thus making it possible for institutions to guarantee continued support in the doctoral program. Institutions at both the master's and doctoral levels may now develop joint programs under NDEA and thereby increase the pool of capable students.

But, more important than a slight modification in governmental support, we need to expand generously the financial aid to worthy students, whether the support be governmental or foundational. It was strongly suggested that action be taken to encourage a further expansion of government aid and to broaden the base of support to include more of the foundations. The National Education Association was mentioned as one potential source of help in exploring the possibilities for expanded aid and approaching financial agencies with the plea for more substantial financial assistance. In addition, the Woodrow Wilson Fund might be persuaded to expand its program to include direct support for students in the field of Education.

Better liaison between universities, the public schools, and educational associations was mentioned as a project worthy of serious consideration. Since the public schools are the main source of supply, their help in identifying promising candidates for advanced degrees would be immeasurably helpful. In addition, the public schools represent a convenient agency for bringing to the attention of their superior students the advantages of doctoral study.

Phi Delta Kappa, Pi Lambda Theta, and Kappa Delta Pi were also mentioned as sources to be used in making contacts with outstanding students. These honoraries might be encouraged to plan programs which would involve participation of potential candidates and graduate faculty members so as to maximize the influence professors exert in persuading students to engage in doctoral study.

Specifically, the following recommendations were made for a formal approach to recruitment:

1. Designate a person (preferably a top administrator) to confer with superior undergraduate students, to bring to their attention the opportunities for graduate study and careers in professional Education, and to overcome the students' typical reluctance to view their capabilities as sufficient to warrant doctoral study. (For example, programs developed by Tulane University, Skidmore College, and Indiana State Teachers College were mentioned as useful models.)

2. Teams of recruiters, as used at the University of California, might be employed to scout the possibilities in the field. This suggestion was offered with some reservation, since it tends to smack of athletic recruitment with all of its questionable overtones.

3. Co-ordinate information regarding programs of financial aid for advanced study, and encourage and facilitate student applications.

4. Modify undergraduate programs in Education so that capable students glimpse the excitement and importance of the substantive problems in the field. The idea of an honors program in Education was advanced, one which would permit students to participate with faculty members in research and scholarly activities.

In general, members of the Conference emphasized the need for giving more than lip service to the idea of quality in the educational program, and highlighting the importance of a strong faculty as a major source of attraction—quality begets quality. It was noted repetitively that a student's early experience with top quality teaching is a major influence in choosing the field, and his experience with inferior teaching makes it difficult, if not impossible, to persuade him to continue in that field.

EDITORIAL COMMENT

Apparent was the fact that Conference members were puzzled by the question of what to do with the present practice of separating the master's and doctor's programs, and of trying to build a logically coherent graduate program without the opportunity to control the nature of the master's program. When one examines the programs of students who have completed master's degrees in Education, doubt is raised about the extent to which they make a significant contribution to doctoral study. If one assumes a curriculum design which leads from early generalization to increasing specialization, too early a vocational emphasis defeats this purpose. Since most students pursue a master's degree in Education for practical purposes—greater skill and proficiency in their field, which calls for increased specialization—superior doctoral programs might better be served by seeking candidates who have not become so highly specialized by the time they enter the doctoral program. The acceptance of this conclusion implies the creation of not one but two master's degree programs: (a) one which is terminal and directed intentionally toward the purpose of upgrading the quality of performance in teaching, and (b) the other deliberately structured as a first year of a graduate sequence leading to the doctorate. The former would be vocational and intensely practical; the latter, foundational.

If such a clear-cut distinction between kinds of master's degrees were to be made, early identification of doctoral candidates would need to take place *prior* to admission to the graduate school.

chapter III

ADMISSIONS PRACTICES

SUMMARY OF THE STUDIES

(In the following presentation of a summary of admissions practices, the word "admissions" refers only to *initial* entry into doctoral study. Admission to candidacy is discussed in Section IV.)

Those students who complete a master's degree and continue to do graduate work at the same institution (nearly a third of the total—31%) (Vol. I, Table 53) are usually permitted to take some course work before they make formal application for admission to candidacy. The other two-thirds are more likely to make formal application before beginning their doctoral work. In either event, certain general requirements are enforced as prerequisites to candidacy.

Accreditation of Prior Institutions

Ninety percent of the institutions require that the student present a transcript of credits from a regionally accredited undergraduate institution, but only 64% require that former *graduate* credits be earned at an accredited institution. Part of the difference in the lower percentage requiring regional accreditation of prior institutions at the graduate level is explained by the fact that nearly a third of the institutions do not require possession of a master's degree for initial admission to doctoral programs.

Grade-Point Average Required

One of the traditional methods of determining the academic qualifications of students for advanced study has been reliance on demonstrated ability in their former college work. It is, therefore, surprising to learn that only 35% of the institutions reported that they expected candidates to present transcripts showing an academic level of "B" or better at the undergraduate level, and 58% stated that they expected the student to earn an average of "B" or better in their previous graduate work. Over a third (36%) did not specify any particular grade-point average for admission (Vol. II, Tables 17 and 18). In the two-thirds of the institutions requiring some grade-point average, the minimum levels acceptable were an average of "C" in the undergraduate program, and, with the exception of 1.2%, a level of "B" in the graduate work.

Admissions Examinations

Two-thirds of the institutions expect the candidate to take from one to three admissions examinations, with the largest number (30%) requiring only one. However, nearly a fifth of them require no formal examination at the time of admission to the program, but do require that certain examinations occur at the time of admission to candidacy (Vol. II, Table 24).

Over one-half (55%) require the student to present from one to three letters of recommendation, while 20% do not have such a requirement (Vol. II, Table 19).

Interviewing

It is a general practice for graduate institutions to engage in some more or less formal interviewing of candidates before acceptance into the program, usually by one or two individuals—the dean or major professor in the field in which the student intends to specialize (Vol. II, Table 25). Thirty-one percent of the private universities report that they do not engage in any formal interviewing at the time of admission, while only 21% of the public institutions do not engage in this practice (Vol. II, Table 26).

Age Requirements

Much has been said in recent years about the disadvantages of individuals of advanced age beginning doctoral study and the desirability of encouraging students to begin their work early in their careers. While it is true that 31% of the institutions do not encourage students over 45 to begin advanced study, two-thirds of them do not have any stated age restrictions. When an age limitation is enforced, institutions prefer that students be under 40 at the time of admission (Vol. II, Table 22).

Prior Experience

Normally, one might expect that those who pursue a graduate program in Education would bring to it a background of experience in some form of educational work. That this is a fact is borne out by the evidence in this study that 87% of them have such a background (Vol. I, Table 58). And yet, only a little over half (51%) of the institutions require that students present evidence that they have engaged in some kind of teaching experience prior to acceptance into the program (Vol. II, Table 21), and 49% require the possession of a teaching certificate (Vol. II, Table 20). The survey does not reveal to what extent the lack of requirement of teaching experience and certification is limited to a field such as clinical psychology, where it is entirely likely that the applicant was engaged in some form of noneducational employment.

Admission to Candidacy

Some reassurance can be given that institutions exercise some care in examining the qualifications of candidates *after* they have been admitted to the program by the fact that in 62% of the cases the student is admitted to advanced work provisionally, presumably on the assumption that final approval must await the student's demonstration of competency (Vol. II, Table 23). It is probably less important that certain arbitrary hurdles to initial admission be erected than it is to be sure that only the academically fit shall survive. These conditions will be examined in the next section.

SUMMARY OF CONFERENCE DELIBERATIONS

Principles Rather than Regulations

Perhaps the major conclusion reached by the groups discussing admissions practices was that policies governing entry into graduate work should be expressed as principles rather than as explicit and specific regulations. The participants were concerned that every candidate be encouraged to submit his application for candidacy without being deterred by a discouraging list of arbitrary regulations that might ignore important exceptions. For example, if an institution were to state that the upper age limit for admission to the program is 45 years, a potentially sound candidate of 46 might properly assume that he would not meet the requirements. We are well aware of the great differences in individuals of the same age in physical stamina, mental alertness, and emotional maturity. Establishing an arbitrary cut-off point in age might cause a student voluntarily to disqualify himself who was well qualified in all other attributes. Conferees emphasized the point that the quality of candidates is more intelligently controlled by a careful selection on the basis of many factors, many of which must be subjectively judged.

Accreditation

Some consternation was expressed over the evidence that some institutions ignored the accredited status of work done at prior institutions, but the tendency was to dispose of this troublesome problem by reasoning that all respectable institutions should compensate for this omission by placing greater confidence in their own selection procedures. Argued further was the point that accreditation would not apply to many foreign students. In general there was a disposition to deplore the lack of requirement that credits be transferred only from accredited institutions; but it was felt that this omission need not be serious if the doctoral institution took pains to examine all candidates carefully before final admission to candidacy. If candidates who submit transcripts from unaccredited institutions are admitted on probation, and only granted full admission to candidacy after they have demonstrated competency at the doctoral level, no great damage to the principle of accreditation has been sustained.

Prior Academic Records

Grade-point averages obtained at former institutions were considered to be an unreliable measure of the student's ability. Averages have the unfortunate ability of hiding more than they reveal. Conference participants felt that more revealing and fairer to the student would be examination of the total constellation of courses and emphasis on the grade-point average only of those courses which had true significance for doctoral study.

Undergraduate records were considered to be more indicative of ability to do doctoral work than master's degree credits. In the first place, the undergraduate record is established over a period of four years and may be a better yardstick of academic ability, provided the later years of work are given greater recognition than the earlier years. In the second place, at the master's degree level there seems to be an almost universal tendency of instructors to restrict the range of their grades to "A" and "B." The assumption is made that only the very best undergraduate students continue into graduate school, when the evidence does not reveal this to be the case. Under the great pressure of public-school administrators, abetted by tempting salary inducements, many students engage in graduate study who were able to maintain a barely respectable undergraduate record.

In any examination of records submitted to the doctoral institutions, the following qualifications should be taken into account:

1. The early years of work toward an undergraduate degree are less representative of scholastic ability than the later years. Not only are there "late bloomers"—individuals who mature more slowly and require additional time to demonstrate their true abilities—but many students begin their college careers with considerable confusion of objectives and a difficulty in making adjustments to a completely novel way of life.

2. Exceptional cases need to be treated individually. For example, a student who has to work his way through college has less energy left for his academic responsibility than one who is fully subsidized by his parents. The collegiate record of the former may reflect more accurately the hardships under which he has labored than his ability to do college work.

3. Many students submit records from former institutions which represent unique methods of reporting academic progress and achievement. These unconventional marking systems need to be evaluated and converted into the more conventional systems with due regard for proper interpretation of the symbols.

4. Consideration should be given to the time lapse that may have occurred between the student's pursuance of former degrees and his application for admission to a doctoral program. This factor would be specially pertinent to the candidate's performance on entrance examinations. The student with several years' hiatus since last engaging in formal study may perform

less proficiently than one whose academic experience has been more recent.

In general, there was generous agreement that academic ability should be a major consideration in determining the qualifications of a candidate for the doctorate, but that something better than a grade-point average should be used to determine them.

The Graduate Record Examination and the Miller Analogy Test came in for frequent criticism as failing to provide sufficient validity and reliability to justify faith in them as accurate measures of student ability. While there was no intention expressed to disregard them wholly, greater faith was accorded to some battery of tests which would measure a wider range of competencies, together with evidence accumulated through interviews and recommendations of former instructors.

Prior Experience

The rather general requirement of experience prior to admission was questioned only in regard to a blanket requirement for *all* degrees in Education. While no one truly questioned the desirability and importance of experience as a necessary adjunct to the study of theory, it was suggested that greater emphasis should be placed on the *kind* of experience and its direct relevance to the type of doctoral program the student wished to pursue. For those who intend to continue in some type of teaching as opposed to those who might choose research or administration, that candidates have some years of direct experience in the classroom should be mandatory. But such a requirement becomes less meaningful if the student plans on a career in a clinical laboratory.

The point on which there appeared to be most agreement was the requirement that those who planned to engage in administrative work should have some prior experience in that area. The fact is well known that the field of school administration is attractive to a large number of students because of its higher salaries and greater prestige. Ambitious classroom teachers, surveying the opportunities for advancement, are understandably anxious to begin their climb on the ladder of success. The first step is taken at the master's degree level, with the student attempting the difficult task of studying administrative theory and practice with only classroom experience as a foundation for understanding. If this same pattern is followed into doctoral work, it is conceivable that candidates will submit themselves to final examination without ever having had any direct experience in administration. For this reason alone, it seems advisable that a record of *administrative* experience be required either before admission to or during the course of study at the doctoral level.

Long terms of experience were felt to be highly overrated as an important prerequisite to successful doctoral study. It was generally thought that a period of from two to five years of experience would be ample for nearly all, if not all, programs of study. Legislating for greater lengths of experience would serve merely to delay the student's progress toward a higher degree and would not add materially to his success. Pointed out also was the fact that the length and type of prior experience necessarily would vary with the field. Some specialties, such as Clinical Psychology, might call for longer periods in laboratory work and counseling procedures, while a specialist in the History of Education would require more experience in library research.

The Conference members were much more interested in an examination of the *quality* of the candidate's experience and its relevance to the field of specialization than they were to suggesting some arbitrary number of years of service. It was suggested that doctoral institutions might more profitably accept the responsibility of providing students with controlled and supervised professional experiences as an integral part of the program through planned practicums and internships than place such great stress on prior experience as a prerequisite to admission. Such a course of action would eliminate much of the present controversy over the *number* of years to be required.

Age Limits

Arbitrary age limits were rejected as irrelevant to the main issue of who should be admitted to doctoral programs. Instead of establishing some cut-off point in age, the suggestion was made that entrance be based on a variety of factors including the following:

1. The occupational objectives of the candidate
2. The amount and kind of past experience
3. The state of the candidate's health and his ability to meet the rigorous physical demands of doctoral study

4. The number of years the candidate would have left after graduating to make a professional contribution to the field.

In preference to concentrating on upper age limits, that a deliberate effort be made to encourage younger people to begin advanced study was suggested. By reducing the emphasis upon long years of prior experience and, in some cases, recommending that certain types of students move directly from their master's program into doctoral work, we could materially speed up the production of graduates. Compelling arguments in favor of younger doctorates were advanced as follows:

1. Younger graduates would produce a larger crop of students with more years to make their professional contribution at an advanced level.

2. Once the initial financial investment in a doctor's degree has been made, the return on the investment will be both quicker and spread over a longer period of time. From a purely materialistic point of view, not to delay doctoral study makes good sense.

3. Older graduates, particularly those approaching 45-50 years of age, will find it harder to secure desirable appointments. Most institutions are interested in employing new staff who are able to guarantee a reasonable number of years of service. By the time one reaches the age of 50, his remaining years of service are rapidly approaching an undesirable minimum.

Younger graduates in some fields are not only capable of making professional contributions equal to those of more mature graduates, but, in some instances, represent a desirable plasticity of mind and an eager enthusiasm which make them more attractive to employing officers.

Since the Conference participants were unwilling to suggest, let alone *approve,* a list of arbitrary requirements for admission, and since they felt that it was the proper function of each institution to establish its own, major attention was devoted to cautioning against the dangers of lax standards. However, the spirit of the Conference in recommending institutional flexibility and variability should not be confused with a disapproval of standards as such. Each institution will need to exercise great care to guard against the admission of poorly qualified candidates, with the precise specification of standards determined by the local institution.

RECOMMENDATIONS

No actual studies of conditions relating to admissions practices were recommended, but the suggestion was made that certain procedures be employed to insure the protection of quality in the program.

1. Candidates should be admitted to doctoral programs only after they have demonstrated to the satisfaction of the local institution their competency to pursue successfully the program of studies planned for them. A battery of tests, examinations, and interviews was suggested as preferable to dependence upon any single measuring device. Accreditation as such should play a part in the final decision to accept credits from prior institutions, but should not be an exclusive determinant.

2. When candidates are admitted provisionally because of some deficiency in their qualifications, early identification of those who do not seem to be succeeding should be made. Ever present is the danger of temporizing with border-line students, with the tendency to carry them along to the point where elimination represents an act of extreme unkindness. Sentiment enters the picture at this stage, with the danger of permitting candidates who will not add anything to the academic reputation of the institution to complete the requirements for doctoral degrees.

3. Since formal admissions examinations are likely to occur rather late in the student's program, the danger exists that some unplanned credit accumulation will result. It is recommended that the formal entrance to candidacy come at an earlier date so that this undesirable practice may be eliminated. At present, the time lapse between admission to the institution and formal admission to candidacy is often so long that opportunity for intelligent planning of the total doctoral program is denied. It may be because of this time lag that so many doctoral students of questionable competence are permitted to complete requirements rather than being counseled out of the program at a time when it would be less embarrassing both to the student and to the institution.

EDITORIAL COMMENT

That representatives of graduate institutions would view with alarm any effort to saddle them with an arbitrary list of admissions requirements is understandable, but danger exists in overcompensating by rejecting all attempts to establish some general rules of the game. It would be unfortunate if the impression were gained that, since present admissions practices leave much to be desired, improvement will be found in their elimination. While everyone who has had experience with the commonly used standards for admission will grant their built-in deficiencies, they represent a clear gain over no criteria at all. Perhaps the hopeful solution of this nagging problem may be found in proceeding with the use of carefully selected criteria and supplementing them with a system of appeals and review of individual cases.

Attention should be called to the conclusions reached in Chapter V with reference to the importance of shortening materially the time span for doctoral study and its relationship to the question of the prior experience requirement. There is always the danger that one will confuse the issue of the need for direct experience as a sound basis for theoretical study with the abortive argument that one should precede the other. This leads to fruitless arguments of whether the inductive or deductive process should be used in learning, when it is quite apparent that good learning proceeds best through a mutual interaction of the two procedures. We would undoubtedly get further in achieving agreement if attention were centered on the ways by which the graduate school could provide doctoral students with significant and meaningful experiences as part of their graduate programs. In this event, prior experience would become a much less important concern.

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chapter IV

REQUIREMENTS IN INSTRUCTIONAL PROGRAMS

SUMMARY OF THE STUDIES

Neither study gave much attention to an examination of the actual curricular requirements for doctoral study. Except for a small section reporting on required courses, major attention was devoted to administrative controls on the instructional program.

Core Requirements

Three-fourths of the institutions require a student to take a common core of courses for all areas of specialty within the degree. The courses most often mentioned as core requirements, with the percentage of institutions requiring them, were as follows (Vol. II, Table 39):

Educational Measurement and Research	61%
Educational Statistics	48
Educational Psychology	36
Philosophy of Education	34
Curriculum and Instruction	23
Educational Sociology	19
History of Education	18

Since institutions generally permit the student to concentrate 32-36 semester hours in the field of Education at the doctoral level, it is reasonable to expect that there would be more general agreement concerning the courses which are indisputably a part of any program (Vol. II, Table 35). The widespread requirement of Educational Measurement is understandable, but it hardly constitutes a desirable core of fundamental studies.

Semester Hour Requirements

As might be expected, there is a great concentration of Education courses in the Ed.D. degree, with 59% of the institutions reporting that it is possible for a student to take *all* of his course work in this field (Vol. II, Table 37). Ph.D. candidates are inclined to take a larger number of courses outside their specialty, with 43% of the Ph.D. programs expecting this kind of related study as compared to 38% of the Ed.D. programs (Vol. II, Table 36). The median number of hours taken outside Education is 18 for the Ed.D. and 15 for the Ph.D. However, since the Ed.D. candidate is expected to take a larger number of total hours of doctoral work, this represents 20% of the total in both cases.

In the survey of student reactions to their course requirements it is interesting to note that 94% of the respondents felt that their studies were appropriate and useful. Seventy-five percent felt that the balance between work in the major field and the required related study was good (Vol. I, Tables 93-96). However, 13% reported that they were concerned about what they felt was an overemphasis in their major field. Evidently, if this group had had more freedom of selection, they would have taken more work outside their major.

Candidates for the Ed.D. degree are expected to take a larger number of total hours beyond the master's degree than are those who elect the Ph.D. The median number of hours for the former is 60 and for the latter, 48 (Vol. II, Table 28). On the assumption that 30 hours are required for the master's degree, this would mean that candidates for the Doctor of Education degree need to complete a total of 90 semester hours of graduate work, and candidates for the Doctor of Philosophy in Education degree would need to complete 78. This difference in semester-hour requirements may be partially explained by the original intention of graduate schools to compensate for the concern that the newer degree would fail to carry an equivalent degree of academic respectability, and partly because of the conception of the Doctor of Education as one with a broader command of related fields and consequently less concentration in any one of them. That this early dream has not been realized is revealed by the notable lack of difference between the two degrees other than the number of hours required for graduation, differences in the language requirement, and the nature of the final research project.

Institutions generally expect about the same amount of concentration in the field of Education. The median number of hours for the Ed.D. is 32 and for the Ph.D., 36 (Vol. II, Table 35). Proportionally, however, this difference is significant.

Language Requirement

Perhaps the sole distinguishing difference between the two degrees is to be found in the language requirement. Three-fourths of the candidates for the Ed.D. were not required to take a foreign language, while 96% of the Ph.D. candidates were required to take at least one (Vol. II, Table 40).

Students do not report favorably on the functional value they believe the study of a foreign language holds (Vol. I, Table 97). Sixty percent of the respondents reported that they did not feel that their language study was valuable to them. While no breakdown in responses between the two degrees was made, it would be interesting to speculate concerning the extent to which candidates for the Ph.D. degree differed from candidates for the Ed.D. in their appreciation of this requirement. The only evidence presented on this matter is the surprising fact that, while 60% of those who completed the language requirement expressed dissatisfaction, only 54% of those who did *not* fulfill such a requirement felt that it would have been a waste of time (Vol. I, Table 98).

Two-thirds of those who reported on their language study indicated that they spent from one to six months in preparation with a median of five months (Vol. I, Table 77).

Transfer Credit

The median of the maximum number of hours permitted to be transferred from another institution is 45, presumably 30 of which have been earned at the master's degree level (Vol. II, Table 30). The median number of transferable hours for the Ed.D. is 16 and for the Ph.D., 17.5 above the master's degree (Vol. II, Table 31).

Time Limit on Advanced Study

Most institutions provide a period of seven years for completion of all degree requirements, but the average number of years students take is nearer to five (Vol. II, Tables 33 and 34).

Some interesting variations in requirements between the two degrees is revealed. Three-fourths of the institutions awarding the Ph.D. in Education require students to be in residence two semesters, while of those awarding the Ed.D., only 55% stipulate this requirement (Vol. II, Table 32). It is possible, in a larger number of cases of those who receive the Ed.D., to satisfy residence requirements by attendance at summer sessions only (27% of the institutions as compared to 17% for the Ph.D.).

The length of time allowed by institutions for completion of all requirements is considered generous when compared to that actually used by the students. While over 25% of the students reported that they took more than the allowable seven years, half of them completed all work in 60 months (Vol. I, Table 80). The median length of time in residence for the Ed.D. was 18 months, and for the Ph.D., 24 months. The difference in these medians may well be accounted for by the fact that a greater number of Ph.D.'s engage in a conventional dissertation, and it is a matter of common knowledge that considerably more time is often taken to complete this requirement than is taken to satisfy all others.

Student Load

Most institutions place some limitation on the number of semester hours of work which may be carried by a student who is fully or partially employed during his period of study. While the standard semester hour load for full-time students is 15, a student employed full time is typically restricted to 5 semester hours of graduate study. Proportionally, a student employed three-fourths time is restricted to 6 semester hours; one-half time, to 10 hours; and a person on one-fourth employment may usually take 12 hours of work. The median semester hour load for the summer session is 10.

Extension Credit

The question of whether or not extension courses should carry credit on doctoral programs has been a moot one for years. Considerations relative to the availability of study and library facilities are usually taken into account, but the studies do not reveal any evidence of that fact. Under the circumstances, it is surprising to discover that nearly half of the institutions permit extension credit, with some permitting as much as 30 hours.

Grade-Point Average

Institutions generally place some lower limit on the grade-point average expected during the course of doctoral study, with 76% reporting that students must maintain an average of "B" or better. This lower-than-expected percentage is accounted for by the fact that some institutions use methods other than the conventional marking system for determining their students' level of academic performance. In very few instances does an institution report no concern for grades as such.

Final Written Project

The completion of a traditional dissertation was reported as required in 79% of the Ed.D. programs and in 96% of the Ph.D. programs. In 13% of the cases, Ed.D. candidates had a choice of either writing the conventional dissertation or reporting on some developed field project (Vol. II, Table 42). Students report that they spent a median of 16 months in the preparation of the final project, with great variations in the amount of time spent (Vol. I, Table 78).

Examinations

In every case a candidacy examination was required for admission to the degree program—the only requirement of the reporting institutions on which there was complete unanimity. A final oral examination was as nearly universal, with over 95% of the institutions making this requirement. However, the final written examination is much less widespread, with less than a third of the institutions requiring it (Vol. II, Table 41).

Institutional Differences

Institutions producing the larger number of graduates differed from those with small doctoral enrollments in that they were less stringent in the requirements for residency, the requirements of cognate work, the undergraduate grade-point average; and they were more flexible in the foreign language requirement. However, higher-producing institutions tended to be more structured in core courses required, the hours acceptable on transfer or earned in extension, and the preferred maximum age of applicants.

In comparing institutions of comparable size and resources, there is some indication that more flexible arrangements seem to correlate with greater "drawing power."

SUMMARY OF CONFERENCE DELIBERATIONS

The Critical Difference of Opinion

In all the discussions on instructional programs, persistent and emphatic stress was placed on the importance of a guarantee of maximum freedom for institutions and individuals to develop the kinds of programs best suited to the needs of the student and the capabilities of the staff and its resources. There was consensus on the point that, however important general standards may be for raising the level of performance for all institutions, these must be stated in such terms as to leave broad latitude to the individual institution in putting them into action. While recognizing that some institutions might take advantage of this freedom to carry on questionable practices, the groups thought that this would be the lesser of two evils. However, a framework of suggested standards was considered to be a necessary limitation on institutional freedom.

Before presenting the general agreements, it is necessary to recognize the bimodal distribution of opinions. Many members of the Conference held out courageously for complete institutional autonomy, unwilling to recognize any standards which should be accepted by all. On the other hand, an equally vigorous espousal of the cause of standardization was forwarded. There were very few individuals who took a neutral position. Conference members found themselves either on the side of local autonomy or of standards which would inevitably restrict some of the freedom of individual institutions. Thus, the following presentation is an attempt to tiptoe cautiously down a middle pathway, with the editor trying valiantly to give a fair presentation to both sides of the question. Parenthetically, it does seem obvious that some agreeable resolution of the basic problem of the Conference must be found before Education may be expected to make any significant progress on a united front.

Many of the differences encountered in achieving agreements were found in a semantic problem—that of identifying the levels of abstraction on which the discussants found themselves. Statements expressing an ideal or a future possibility were intertwined with descriptions or reports of present practice. It should have been obvious to all that statements of present conditions are not necessarily descriptions of what is best. And certainly it should be recognized that one who expresses an imperative of the future is not necessarily insisting that perfection may be achieved next week. For the sake of clarity and for the protection of the editor, certain ground rules are established which govern the following presentation: to wit, that all succeeding statements represent either desirable "next steps" or are statements of ultimate perfection which can only be hoped for in the next millenium. In either case, statements of this order of abstraction should serve merely as guideposts to institutional action and in no way should be viewed as arbitrary prescriptions.

A Common Core of Studies

Some general agreements were voiced concerning the importance of all doctorates in Education possessing a core of common understandings. *This common core was found in four broad areas of content*:

1. *The behavioral sciences*, with particular emphasis upon a knowledge of the learning process, the stages and patterns of human development, and all related knowledges which contribute to an understanding of the human material with which all teachers must deal.

2. *The social sciences*, with special emphasis upon a knowledge of the culture in which we live, and the context it provides within which the school as a social agency must operate. Special stress was placed on the importance of the candidate's having a keen insight into the role of American society in an increasingly international scene.

3. *Philosophy*, particularly as it contributes directly to the emergence of a critically held philosophy of education and provides the student with a basis for the systematic development of cultural and personal values.

4. *Measurement and evaluation*. Not only is it important for students in Education to possess the techniques by which they may weigh and measure objective data, but it is equally necessary that they have some controlled process for placing value judgments on the data. Unless objective data are placed in some value context, they lie inert and useless.

Once these four areas of common understandings were identified, the conferees quickly agreed that these did not necessarily constitute major elements of the doctoral program. Many excellent undergraduate and master's curricula already make a positive contribution to knowledge in all these areas, and it is conceivable that an individual student would possess all of the competency thought desirable before being admitted to doctoral candidacy. Examinations which would reveal the extent to which these understandings were possessed might well replace course requirements at the doctoral level.

Following this observation logically led to the conclusion that one of the possible weaknesses of present doctoral programs is the tendency to try to supply the deficiencies attributable to earlier programs. The doctorate in Education should emphasize a high degree of specialized professional ability; it cannot afford to take on the added responsibility of filling all gaps in the student's background. Instead of prescribing make-up work at an advanced level, it might be more profitable to establish certain prerequisites which need to be attained during the undergraduate or master's degree program.

In fact, the disposition was strong to suggest that we need to look at the doctoral curriculum as a three-year program which includes the master's degree. In such a context, the first year would be devoted to the more general subject identified as the common core, the second year would be represented by seminars centered around a constellation of subjects in the student's major field, and the third year would be a concentration on research and individualized study. If such a plan were to become generally adopted, much of the common core would be eliminated from what is now considered the doctoral program.

The Foreign Language Requirement

Concern for clarifying the nature of doctoral Education led Conference participants to raise serious questions about the legitimacy of some of the claims for the value of foreign language study. While there was little quarrel with the assertion that foreign languages make a distinct contribution to the cultural development of the student, there was a strong tendency to agree that such a cultural objective migh better be assigned to an earlier level of study, and leave the doctoral candidate free to engage in a high degree of specialized concentration.

Once the cultural claims were disposed of in this way, there remained only the determination of the extent to which a foreign language contributed as a functional tool of the specialties. As such, it was felt that a foreign language contributes less than it requires in terms of the amount of time and energy generally expended. In most fields of Education little need exists for a foreign language as a research tool, even when it is conceded without argument that students attain sufficient ability to use it for this purpose. As one wag put it, perhaps the foreign language most students need to study is English.

Generally, it was concluded that a small number of students specializing in language study would supply all the necessary skills needed for translating foreign documents into English. However, regardless of the lack of evidence to support the contention, one cannot avoid the conclusion that many members of the Conference favored the retention of the foreign language requirements as a safeguard for academic respectability, or that the "mental discipline" it afforded would generally be good for students, or that it represented an effective device for screening out the less competent. Whatever the reason, there was considerable reluctance to recommend that the requirement be dropped.

The Final Written Project

In contrast to the difficulty in obtaining agreement on the importance of foreign languages there was little opposition to a continued emphasis upon a substantial final written report, either a formal dissertation or the report of field research. Since no evidence was available concerning the content or substance of final projects, Conference members were denied the doubtful pleasure of inquiring into the relevance or significant contribution these projects made to the student's field of concentration.

"One Degree or Two?"

Again, the perennial question of "one degree or two" was hotly debated in many discussion groups. Again, a bimodal distribution of opinions was noted. Those who felt that the distinctions between the Ph.D. and the Ed.D. were minor were inclined to favor the elimination of the Ed.D. Others felt equally strongly that two degrees were absolutely essential and that sharp distinctions should be made between them. The most acceptable compromise was the allocation of the major research function to the Ph.D., while emphasis upon the functional application of theory to such areas as school administration and counseling and guidance were assigned to the Ed.D. While no agreement was reached concerning which degree might be used, strong belief was expressed in the critical need for emphasizing the teaching function at the doctoral level.

Agreement was unanimous that, in the event two degrees continue to represent the field of Education, there should be no quality distinctions and no differences in academic status. Regardless of the outcome of the current argument over degrees, everyone was strongly in favor of raising the level of quality. This was considered to be a more important concern than the number of degrees.

Some of the members of the Conference who represented institutions offering both degrees pleaded for institutional freedom to decide what differences, if any, should exist. They argued that they found it helpful to remain flexible in establishing distinctions, adapting the standards for either degree to suit the professional purposes of the individual student.

Residency Requirement

The residency requirement came in for its share of spirited discussion. In view of the financial difficulties most students in Education are known to face, the disposition was to defend the proposal that the residency requirement be eliminated or modified to suit summer-session attendance. After the "heat of the battle" had subsided, the groups agreed, some reluctantly, to the idea of requiring *one year of continuous involvement*. It could be assumed that such a requirement might be satisfied by a student fully employed who registered for a sufficient number of off-campus credits to represent what the university calls a full load, with the expectation that there would be periodic consultation with a major advisor on the outside study undertaken. Or, it could be assumed that the phrase "one year of continuous involvement" implied only campus credit. Greater clarification is needed before the term could be considered superior to the more familiar "residency."

That the confusion of purposes between "a full year of continuous study" and a full year of campus residency, probably coupled with an assistantship, is at the root of the problem is attested by the proposal that the residency and the assistantship should not occur during the same year. Suggestion was made that the residency requirement be fulfilled during the year in which a student is engaged in his first year of doctoral study, with the teaching or research assistantship being reserved for the year in which the student is engaged in research and individual study.

Extension and Branch Campus Credit

Awarding credit for courses taught in extension and on so-called "branch campuses" were generally frowned upon. The serious question was raised whether or not such centers are able to provide facilities and conditions of study comparable to those of the main campus. Again, the emphasis upon quality implies a high degree of control over the student's study. Well known is the fact that extension courses particularly are taught frequently in makeshift accommodations to students who are capable of giving only a small fraction of their professional attention to their studies. Branch campuses vary only in the degree to which these conditions are likely to be better.

Cognate Courses

Opinion was split over the question of whether cognate or closely related courses taught in other divisions of the university should or should not be required of doctoral candidates in Education. While all participants yielded to no one in their dedication to the importance of a broad education, many questioned the value of taking work outside the specialty for its own sake. If responsibility for general education is assigned to lower levels of preparation and is adequately achieved there, it is uneconomical to burden the student with a load of general studies at a time when he should be encouraged to strive for depth in his chosen field of concentration. Those who pleaded for more broadening at the doctoral level recognized the unfinished nature of general education and felt strongly that specialization which is too narrow is undesirable. However, it was contended that the very nature of Education as a field dictates a broad approach which implies a heavy borrowing from related fields, particularly the humanities and the social sciences. While no one was brave enough to suggest how much work outside Education might be desirable, all felt that it is indefensible to permit students to take a full complement of courses in Education alone without some regard to its dependence upon and interrelation with closely allied disciplines.

Final Examinations

Final comprehensive examinations were generally regarded as necessary and effective means of measuring the student's total grasp of his field and its relation to allied areas. Examinations were considered important for the following reasons:

1. They provide an opportunity for the student to demonstrate his ability to organize his knowledge around several areas of critical concern.

2. They represent one of the better devices for screening out those students who are unable to demonstrate a level of competence which should characterize doctoral work.

3. They may be used as a basis for advising students on further study in areas in which they show weakness.

The Conference members expressed some concern that final examinations be properly placed in the total design of doctoral study. They felt that these final measures of the student's ability should precede approval to begin the final research project but should follow the completion of all course work.

The practice of mixing master's degree students and doctoral students in the same course was viewed with disapproval, except in those courses that are a part of the common core required of all graduate students. The principle of curriculum design is vitiated when the varying levels of preparation are indiscriminately mixed. If the doctoral requirement is to gain increased technical ability and the master's requirement a broad grasp of general understandings, it is difficult to see how both types of students can gain equally from the same course. Unless the subject matter is such as to require no prerequisites, the Conference members felt that it would be better to keep the two groups separate. They were cognizant of the implications which this proposal has for increased costs, but they felt that quality considerations should hold precedence.

RECOMMENDATIONS

One study was suggested, without benefit of any advice as to how it might be carried out. Proposed was that a study be made of the definitions which institutions use to clarify the differences, if any, between the purposes of the Ph.D. and the Ed.D., and then an attempt be made to discover to what extent agreement can be reached among all institutions on what constitutes desirable differences.

Other recommendations must be deduced from the conclusions or inferred from the discussions. Specifically, only one emerged clearly enough to constitute a recommendation—that the decision concerning the requirement of a foreign language be left to the major department of the institution in which the student is enrolled. The Conference took no other official stand in the matter.

EDITORIAL COMMENT

Throughout the Conference, one constantly heard the plea for institutional freedom to pattern doctoral programs to fit the needs of individual students. While one may admire an institution's concern for the welfare of individual students, one is also forced to wonder what doctoral Education would eventually become if no generally accepted standards were followed. Since many students are motivated to pursue an advanced degree program by desires which have little to do with the attainment of a large measure of theoretical knowledge, unchecked professional accommodation can only lead to reducing doctoral study to the level of apprenticeship training for a functional responsibility.

The inability of members of the Conference to reach agreement concerning the conditions of the residency may indicate that some institutions have already made the choice between institutional standards and individual needs. Instead of concentrating on the presence or absence of value of full-time residency, some participants were more concerned with the difficult hurdles encountered by students in satisfying the requirement. Undoubtedly, many members had in mind the "inhuman" loads many students carry during the year of residency when it is coupled with part-time teaching assistantships. But this is an unfortunate confusion of arguments. There is no doubt that many residencies are aborted by poor planning or by the need to carry an additional work assignment, but this should not constitute an argument for abolition of the residency. It must be defended or attacked on its contribution, or lack of it, to doctoral study. Extraneous considerations should be settled only after the main issue has been joined.

chapter V

PERSONNEL FACTORS AFFECTING COMPLETION OF DEGREE

SUMMARY OF THE STUDIES

The graduate phase had much to report on the conditions which facilitated or impeded the completion of degree requirements; but, since the survey was concerned solely with those who actually completed their work, little is known about the extent to which these same factors were responsible for some students to drop out of the program completely, or to so seriously delay their work that their cases could not be included in the study. The only evidence available is the report of institutions on their judgments concerning the causes of failure, of which financial difficulties and low academic standards of achievement were most often mentioned (Vol. II, Table 50). Four institutions reported that they had made studies of the causes of drop-outs, but no nationwide survey has been endeavored.

Housing

In the large centers of population, in which most of the major universities are located, housing is a perennial problem for all, even for those who seek permanent residence near their work. For doctoral candidates, who are usually concerned only with temporary housing during the duration of their studies, this problem is acute. Only a little over half of the institutions stated that student housing on campus was easily available, and even then, in 82% of the cases, no priority was given to doctoral candidates (Vol. II, Table 49). Presumably, the rest had to shift for themselves, finding whatever accommodations suited their needs and pocketbooks. That this problem was not satisfactorily solved is attested by the fact that 26% of the students indicated housing problems, of which the high cost and the inadequacy of accommodations were most frequently mentioned (Vol. I, Tables 137 and 138). Only 15% of the students made use of houses for rent in the immediate vicinity of the campus owned and operated by the university (Vol. I, Table 136).

Social Life

Social life depended to a large extent upon what the students made it. Nearly three-fourths of the institutions tended to encourage student interaction through an active program of informal seminars, professional organizations, and social events; and 87% of the students felt that these had considerable value to them (Vol. I, Tables 101 and 102). Less than half (44%) of the students reported that interaction between students and faculty was fostered to any considerable extent at their institution, but a large portion of them (80%) indicated that this kind of personal contact was of high value to them (Vol. I, Tables 105 and 106). It is clear from the evidence that students feel that student-faculty interaction is more important than social life among the students and that they would like to have more.

Finances

The financial situation with regard to the help students obtain in subsidizing their work is universally dismal. The high cost of advanced degrees and the paucity of financial aid available may, in part, explain the present shortage of doctoral degree graduates. If one chooses a private institution for his advanced work, he faces the stark reality of high median tuition costs of $750 a year as compared to the more modest cost of $180 at a public institution (Vol. II, Table 44).

Although 36% of the respondents reported that they are drawing on the largess of the Federal Government for financial support during residency, 47% indicated that they are paying part of the cost out of their own pockets (Vol. I, Table 119). Sixty percent reported that they are getting some assistance from the university in the form of fellowships and assistantships; 28% were depending upon the earning capacity of their spouses; and 13% had obtained loans. Universities offered assistance in the form of long-term loans, extension of payment of fees to the time when the candidate would again be fully employed, and emergency loans (Vol. II, Table 46). In 25% of the cases the university made no attempt to provide any help in the form of direct financial aid.

The financial picture is brightened somewhat when it is realized that universities are more inclined to depend upon some form of direct aid through scholarships and assistantships. Two-thirds (65%) report some form of grant-in-aid, but it is common knowledge that the amount of money involved is rarely more than a gesture of sympathy (Vol. II, Table 45).

Assistantships and Fellowships

The three types of assistantships commonly used are the assistant to a major professor, teaching assistantships, and research fellowships (Vol. II, Table 47). If a student accepts the responsibility of working with a professor, he may expect a median income of $1150 a year. The teaching assistantship will bring in a median income of $1425 a year; while the research assistantship is most lucrative, with a median income of $1838 a year (Vol. II, Table 48). It is interesting to note that during the period of the study, more positions as assistants and fellows were available than were filled. Of the 1600 positions available, only 1529 were filled (Vol. II, Table 47). Evidently, candidates for doctoral degrees either do not know of the financial help available, or they turn away from it in favor of more remunerative positions outside the university.

Students who do avail themselves of an educational appointment report enthusiastically of its educational value to them, and 80% indicated that it was an important source of financial aid (Vol. I, Tables 110 and 121).

Cost of Dissertation

Considerable disagreement is revealed between the two studies concerning the estimation of how much students were investing in their dissertations. A few institutions guessed an average of $300, while students insisted that the amount was nearer $500 (Vol. I, Table 81). Students bore the entire cost of the dissertation themselves in 69% of the cases, while 25% received some kind of financial aid (Vol. I, Table 83). Five percent were lucky enough to have the full cost borne by someone else, probably a foundation. Since 50% of the married students' wives worked, it is reasonable to assume that they were instrumental in relieving the candidate of some of his financial burden (Vol. I, Table 28).

Guidance During the Program

In the study of the graduates, attention was paid to the students' reactions to the kind of advice and personal assistance they received during the course of their advanced work. Generally, students were rather universally appreciative and complimentary of the help they received. They felt that the faculty was willing to put itself to some inconvenience in order to provide ample time for counseling with students, and 87% of the students reported that such aid was of considerable value to them (Vol. I, Table 112). They were equally enthusiastic about the co-operation received from the university and/or surrounding schools in providing sources of data and opportunities for experimentation (Vol. I, Table 116). However, when it came to the question of availability of facilities for compiling, tabulating, and computing data, their enthusiasm tended to wane a bit (Vol. I, Table 118).

Critical Periods

Somewhere along the thorny path to an advanced degree, most students (66%) reached a point where they faced the doubt of their ability to continue (Vol. I, Tables 85 and 87). Sometimes this questioning reached the stage where temporary interruption of their work was demanded, such as taking time off for full employment in order to accumulate enough money to continue. The 35% of students who reported that such an interruption became a dire necessity said that in three-fourths of the cases this was due either to a lack of funds (31%), or such heavy work pressures (45%) that continuing both graduate study and "keeping the wolf from the door" became intolerable (Vol. I, Table 86). If one adds to these two categories of incidences of interruptions those who found the going so rough they were permanently discouraged, the attrition rate would be astonishing.

Among all students, whether they reached the critical or near-critical stage, it is inevitable that they would find certain factors distracting to their studies. Of the 59% of students who so reported, four factors headed the list: noncourse duties (probably an assistantship), finances, family problems, and full-time employment, in that order of importance (Vol. I, Tables 86 and 88).

Help in Placement

No evidence is available concerning the type of permanent position into which the 1956-58 graduates are likely to go, except a record of the position held during the 1958-59 year. Whether this position represents the graduates' professional choice, or whether it represents a stop-gap appointment until a more desirable position is secured is not revealed. If the former, some comfort may be taken by the fact that 96% went into some kind of educational position immediately following graduation, with 66% reporting some involvement in teacher education (Vol. I, Tables 142 and 146). If these first positions are temporary ones, some concern must be expressed for the lack of involvement of the university's placement services in helping the student to secure a position of his choice. Students report that, while their new positions were secured through the assistance of their major professor in 19% of the cases, in only 13% had the placement office played an important role (Vol. I, Table 148). This barely matches the student's own efforts in seeking employment (14%). In other words, if one adds up all of the institution's facilities and efforts expended in helping the new doctors to obtain desirable employment, it amounts to only 41% of the total (major professor, other staff personnel, and the employment office). Since only 11% of the students returned to former positions, this leaves nearly half of the students to shift for themselves.

SUMMARY OF CONFERENCE DELIBERATIONS

Interruptions in Programs

As each discussion group turned its attention to the factors affecting completion of the degree, it was inevitable that the focus would be on those factors which caused interruption or made the lot of the doctoral candidate an unhappy one. Conferees recognized that to define a "drop-out" is exceedingly difficult, since the time lapse between the beginning of the program and its completion is indefinite in many cases. No one is in a good position to determine the point at which a student finally gives up and plans no further effort, unless the student has been formally dropped for scholastic reasons.

Opinion was divided on how important was a consideration of the drop-out problem. Some felt that a certain amount of mortality is normal in any difficult and selective program. It is entirely possible that many of those who failed to complete requirements were advised deliberately to withdraw. Others may have been discouraged by their inability to survive examinations along the way, and certainly some are discouraged for financial or family reasons. All but the last were considered as a normal and desirable weeding out of the incompetents, a process which members of the Conference were inclined to encourage.

Attention was turned largely to the probable reasons for students' experiencing difficulty along the way about which the institution might positively do something. First, the point was conceded that in any complex and highly structured graduate program, it is inevitable and not undesirable that stresses and strains be a normal course of events. These were considered to be part of the testing of the candidate's stamina and academic virility.

Rather than argue whether or not stress in the program is desirable, the conferees were more interested in determining the point at which the strain became so great as to represent a breaking point, and what the institution could do to reduce or eliminate undue burdens. The problem areas were found in: finances, family problems, overloaded programs, and housing.

Need for Financial Aid

Since the overwhelming proportion of doctoral candidates are married and must shoulder the strain of financial investment along with family obligations, there is obviously a great need for increased financial support of the student from outside sources. If many students must accept either an assistantship or some outside work as a means of supporting their graduate study, the amount of time and energy left for academic pursuits is far from adequate. The minority who have saved enough money, who can borrow from private sources, or who have wives earning their "Ph.T." ("putting hubby through") can count themselves lucky. In none of these cases is the arrangement as satisfactory as being able to secure assistance through legitimate education loans.

The Conference participants were less than enthusiastic about making the pursuit of a doctoral degree financially easy. It is generally conceded that the successful achievement of the degree materially enhances one's earning power. A wise investment in the future by incurring a present debt is considered good business. But, in order for the student to come to this intelligent conclusion, there must be some visible means of making it a financial reality. At this point the Conference members agreed that the present financial support leaves much to be desired and that much needs to be done to improve the situation.

The problem of financial aid to candidates for degrees in Education is accentuated beyond that of other doctoral students. The evidence clearly shows that the average student in Education tends to spend a number of years in public-school teaching before venturing into doctoral study. Often, a partially launched career is interrupted, placing a heavy financial drain on one whose family obligations have grown apace with his increased earning power. When this is coupled to the known fact that a great many candidates are drawn from an economically less privileged class, the advent of one or two further years of economic aridity is a frightening prospect.

As possible solutions the conferees suggested that through earlier identification of able students a longer term plan for financial support could be constructed. Graduates who go into public-school teaching with the long-range purpose of continuing through the doctorate would take quite a different attitude toward the importance of building up a financial reserve than those who have no such plans. While no one was so unfeeling as to suggest that family men restrict their enthusiasm for large families, it was brought out that the number of children would affect the ability of the breadwinner to support them and doctoral study at the same time.

Housing and Wives

This consideration was intimately related to the problem of housing. While universities generally accept responsibility for providing accommodations for married students, particularly at the graduate level, many officials wonder how far this goes in supporting large families. It was gently hinted that the achievement of an advanced degree imposes certain sacrifices on the part of the recipients.

The specter of unsympathetic or misunderstanding wives was given some attention. Too often, neither the male candidate nor the university considers the importance of the wife's becoming a partner in her husband's academic life. Major corporations have long accepted the fact that a man's contribution to the company is greatly influenced by his wife's attitudes. It was suggested that universities might well accept greater responsibility for interpreting to wives the demands exacted of doctoral candidates and the ways by which wives could be more helpful to their spouses.

Increased Faculty Salaries

It came as no surprise to discover that the Conference agreed unanimously that one of the longest over-due solutions to the financial problem is a radically increased compensation for college teaching. Until prospective candidates can look ahead to a well-paid future, they are going to remain singularly unimpressed by the arguments that a doctoral degree is a wise investment in the future. Many will continue to aspire to the degree in order to improve academic standing, or through a deep dedication to higher education, but neither of these incentives will supply the field with the greatly increased needs of the immediate future.

Assistantships and Fellowships

Assistantships and fellowships received their fair share of criticism. It was generally agreed that most such adjuncts to doctoral study paid pitifully inadequate wages that could not, by any stretch of the imagination, be considered sufficient for maintaining even submarginal existence. There was no question in the minds of participants that stipends should be radically adjusted upward so that the student could support himself without additional aid during the year in which the assistantship was in effect.

Not only were the financial returns for assistantships considered inadequate, but there was sharp criticism of the all-too-prevalent tendency to regard them as "slave labor." Many otherwise respectable institutions find it convenient to employ graduate students for the purpose of carrying a heavy load of freshman courses, thus saving their regular staff for upper division and graduate courses. While everyone was cognizant of the advantages of such an arrangement to the university, there was a serious question raised with regard to its contribution to the graduate student. It was strongly urged that assistantships should be considered a valuable aspect of the candidate's professional preparation and defended solely on that basis. If teaching of certain courses is closely related to the student's major study, the fact that it is also economical and advantageous to the university should be considered fortuitous.

Instead of the prevalent practice of using doctoral candidates to teach college classes, it was suggested that many students in Education could profit more from internships in nearby school systems, where the type of experience might be more pertinent to the student's future role, particularly in such fields as school administration, or counseling and guidance.

Student-Faculty Contacts

There was general agreement that institutions needed to pay more attention to the quality and opportunity for student-faculty contacts. It was emphasized that efforts to improve in this area should be directed toward better and more helpful *professional* relations, rather than increasing merely social contacts. Emphasis was placed on the role these contacts can play in counseling students, not only on the specific aspects of their program and final project but, more importantly, with regard to helping students identify trouble spots on their academic progress. Assistance at the early stages of difficulties often precludes the necessity of the radical action demanded when it has assumed proportions that defy solution.

The Placement Office

No dramatic consternation was expressed over the relatively minor role the placement office plays in the future employment of the candidate. It was considered proper for the candidate and his major adviser to assume major responsibility. Placement offices serve a useful purpose by providing central repositories for credentials, and in providing service to employing officers who are seeking candidates and to students seeking information about available openings. The negotiations between a candidate and an employing officer is a professional matter which can best be handled through direct contact. This attitude implies that the better universities do not take an aggressive stance in placing their candidates but attempt only to facilitate communications between employer and prospective employee.

Time-Span in Doctoral Programs

Attention was directed to the fact that students take from five to seven years to complete requirements for the degree.

This period of time was considered to be longer than necessary, provided certain steps are taken to help students complete their work in less time. In the first place, as already noted, greater economy in time is effected if students are identified and encouraged to plan advanced work earlier in their academic career. Instead of permitting self-selection to work so promiscuously, particularly in view of the lateness of voluntary choice, it would be more economical if earlier planning were coupled with a more tightly scheduled curriculum; that is, deliberate reduction in the amount of prior experience and the planning of the master's program as an integral part of total graduate study.

In the second place, earlier identification would save immeasurable time by making possible the planning of practical experience as a part of graduate study. Instead of spending an indeterminant number of years in public-school teaching, largely for the purpose of getting a financial "running start" to support the year of residency, the student would undergo field experiences in the form of internships and apprenticeships. By this method, the present average of ten years of experience could easily be telescoped into two or three.

Improved student-faculty relations would also contribute to the goal of decreasing the time span of doctoral study. Many students are not admitted formally to candidacy until late in their program. Prior to this time they are inclined to take "potluck" in advisement, depending more upon the catalog's recitation of institutional requirements than on the informed guidance of a major professor. Many of the false starts and unnecessary credit accumulation could be avoided by proper counseling. A further advantage of better student-faculty contacts is the opportunity to guide students into areas of greatest need to match the student's competencies with those demanded by his chosen area of specialty.

RECOMMENDATIONS

Only one actual study was recommended in this section, one which was originally listed in the section on "Recruitment: A Study of the Drop-outs in Doctoral Study in Education." It is assumed that those who attempt the study would be expected to define a drop-out. The major concern should be directed toward those factors, other than

academic incompetence, which caused students to fail to complete requirements. Specifically, the Conference was interested in learning to what extent the factors listed in this section contributed to failure.

The majority of the recommendations dealt with proposals for action, of which the following appear to be the most urgent:

1. That AACTE, in co-operation with other interested organizations, make known to the Congress the need for changing the National Defense Education Act so that it supports more substantially doctoral programs in Education. Especial attention should be given to certain limitations of the present Act with the view to their elimination or modification, to wit:

- Support should be available to the ongoing, successful programs as well as to new programs.
- Fellowships should be made available, on a competitive basis, in all fields, with the student free to enter the program of his choice in any accredited institution.
- Fellowships should be constituted so that more financial aid would be available to students who have completed the master's degree.
- Special fellowships should be granted for the completion of the dissertation.
- The amount of the fellowship should be increased substantially for advanced graduate students.
- The loan features of the program should be broadened and increased significantly.
- The forgiveness clauses of any subsequent acts should be made to apply to those entering college teaching as well as to those going into public school work.

2. In addition to direct aid, as outlined in the foregoing, the federal and state governments should be concerned with additional support programs which will alleviate the housing situation which presently exists for graduate students, particularly for those with families.

3. Major foundations should be persuaded to establish large and broadly inclusive competitive scholarship programs. A meager start has been made in this direction by a handful of foundations, but these efforts must be expanded a hundredfold if we are to meet the serious and imminent shortage of qualified personnel in higher education. AACTE is urged to approach foundations to explore the possibility of increasing such programs materially.

4. The public schools represent one of our most helpful partners in the worthy enterprise of increasing the support for doctoral candidates. They may further assist this program by their willingness to arrange teaching and administrative schedules so that students may remain fully employed by the school district and still register for a major class load at the university. Public schools may help even more substantially by providing meritorious staff members with paid leaves of absence in order that they may satisfy the residence requirement. These leaves would not necessarily involve an increased financial burden on the school system if, at the same time, the university entered an agreement to work co-operatively with the public schools on an internship program which would exchange the services of doctoral candidates for those of the absent staff members. Finally, public schools might be encouraged to recognize the importance of the doctorate by substantial salary differentials for those who hold it.

EDITORIAL COMMENT

In general, the Conference was of the opinion that our major task in eliminating some of the major blocks to better doctoral programs was only indirectly suggested by the factors affecting completion of the degree. Much of our difficulty resides in our present lack of success in attracting to Education those students who represent the most promising material on which to build a quality program. This is partly due to the fact that Education always has been an area to which the economically less privileged are attracted, but institutions must accept some responsibility for failing to make the field intellectually attractive to prospective candidates. We complain about the domination of the Graduate School in establishing the conditions for doctoral study in Education, not realizing that only as the total institution respects our professional standards will we achieve the status necessary for the attraction of highly qualified candidates. The Conference was unanimous in its belief that the best future of Education lies in a sharp increase in the quality of our programs, but there was little agreement concerning how this change would be brought about. Only dimly did the members appreciate that the factors which affect the completion of the degree, about which we expressed so much concern, have their origin in our present inability to make Education attractive to the highest type of student.

chapter VI

A LOOK TO THE FUTURE

SUMMARY OF THE STUDIES

The most recent estimates of the U.S. Office of Education indicate that by 1970 enrollments at all levels of higher education will double. Since there were approximately 9000 doctorates awarded in 1958, this figure for 1970 would be in the neighborhood of 18,000. Doctorates in Education account for about 18% of the total. Assuming that this relationship will be constant over the next decade, we may expect a production of approximately 3300 Education doctorates a year by 1970. This figure may be viewed as conservative when it is realized that 2043 graduates in Education were actually produced in 1958. Doubling this figure would probably give a more accurate estimate of over 4000 a year in 1970. When one adds to this the known fact that there will be, according to their own report, 34 additional institutions granting doctoral degrees by this date, it is reasonable to assume that the figure of 4000 may actually be an underestimate.

In an attempt to derive some figures which might provide more accurate guesses concerning the future, the institutional phase of the *Inquiry* asked the participating institutions to predict their future production up to 1970. Two-thirds of the institutions polled responded with estimates of 3700. To this total must be added the number of graduates that undoubtedly will be produced by the 34 additional institutions, beyond the 92 included in the study, which have added or will add a doctoral program by 1970. However, these optimistic estimates must be taken with a liberal dose of caution. To what extent institutions used any criterion other than their professional enthusiasm in projecting their plans is not known. A crude rule-of-thumb of estimating that doctoral graduates in general constitute about 5% of master's degree graduates and that doctorates in Education constitute about 18% of this total should caution against too ready an acceptance of the higher figures as accurate.

In order to discover to what extent new programs would contribute to the future production of doctoral students, a supplementary questionnaire was sent to the 291 institutions which presently grant only master's degrees as their terminal offering. Two hundred and eighty-nine returned the questionnaire, with the following information:

Seven institutions have already added the doctoral program and 27 others plan to do so before 1970. Twenty-one plan to offer the Ed.D. and 25 the Ph.D. (Vol. II, Table 51). Although more new institutions plan to award the Ph.D., the ratio between Ed.D.'s and Ph.D.'s in the total 126 institutions will remain at approximately 60% to 40% (Vol. II, Table 52). Again, a few more private institutions than public plan to add new doctoral programs, but the ratio will continue at the present rate of 70% public and 30% private (Vol. II, Table 53). Regional distribution will shift a little to the West, changing the present ratio of 60% eastern institutions and 40% western to 65% eastern and 35% western (Vol. II, Table 54).

It is interesting to note that the institutions now offering doctorates and those planning to do so show a continued popularity in the years ahead for the five fields of concentration of School Administration, Guidance and Counseling, Educational Psychology, Secondary, and Elementary Education (Vol. II, Table 55); but plans for the future show a decided shift away from the field of School Administration, and an increase in such fields as Special Education, Science Education, and Audio-Visual Education (Vol. II, Table 56).

Sixth-year programs promise to increase at about the same rate as doctoral programs, with 25 additional programs being added to the present 59 (Vol. II, Table 51). These new programs will follow the pattern of emphasizing the five most popular fields for the doctorate in Education.

Plans to make important changes were reported by several institutions in regard to each of the following areas:

1. Discontinuance of provisional admission
2. Addition of, or strengthening, examination requirements
3. Improvement in admissions counseling
4. Addition of core requirements
5. Expansion of assistantships.

EDITORIAL SUMMARY

It will be remembered that the membership of the original discussion groups was redistributed in the final session in order that a fresh grouping of persons might take "A Look to the Future." The questions for discussion and the disposition of the groups were such as to influence them to pay more attention to the present and to summarize the conclusions reached during the two days of concerted study of the problems. Since these summaries have been presented already in preceding sections, they will not be repeated here. However, interpolations may be made of ideas and viewpoints which tended to crop up as factors to emphasize as we go back to our respective institutions hopefully inspired to make significant improvements in our program.

In the oral summary given at the general session on Wednesday morning the plea was made that participants not leave the Conference with a feeling of complacency. The problems of doctoral study in Education are of such a nature and represent such a degree of severity that we cannot afford to "muddle through." An ostrich-like attitude will merely cause the problems to mount in intensity, and there is no justification in hoping that if we don't notice them, they will go away.

Instead, the present is a time for serious self-appraisal—the long, hard look at reality and at the prospects for the future. We must have the courage to ask ourselves and attempt to answer with hard-headed realism, the following questions: Is the long-range welfare of Education best served by an enthusiastic willingness to accommodate our programs to the exigencies which beset our present body of doctoral candidates? Should we continue to cut the academic cloth to suit the wearer, or must there be some over-all design which represents at least the minimum standards by which a doctorate in Education may be recognized?

Attempts to face realistically the implications of such questions led Conference members into many bypaths and detours.

Yet, running through the Conference as a strong thread of continuity was the uneasy acceptance of the critical need for concerted action. It was generally conceded that Education's future welfare depended upon our ability and desire to come to some agreement concerning what should be done.

If this reporter has sensed fairly the temper of the Conference, the following appear to be the major points of emphasis:

1. However reluctantly some members of the Conference conceded the argument that some standardization of doctoral programs was desirable, their deep dedication to the profession forced them to recognize the inevitability of movement in that direction. Generally, The American Association of Colleges for Teacher Education was identified as the agency to which we must look for leadership in the development of principles of control of quality in institutional programs. The National Council for Accreditation of Teacher Education was considered to be the logical agency for assuming the responsibility of translating these principles into operational standards. Some objection to this proposal was voiced, but there was a notable lack of alternatives suggested, other than that institutions should be left free to work out their destinies individually as they see fit.

All members were cognizant of the difficulties and problems inherent in any attempt to standardize quality. One of the discouraging aspects of quality is its stubborn refusal to be objectively measured. It may well be that the nearest approach to objectivity would be the development of some models of superior programs which would serve to typify what is meant by quality in different areas of specialty in Education.

In spite of the recognized hurdles which impede the path of progress, there was an insistent reiteration of the importance of increased emphasis upon quality, even at the expense of quantity. But there was reassurance in the promise that this choice might not need to be made. High quality is a precious commodity which has the virtue of increasing in demand through scarcity. Faith in the reverse of Gresham's Law should bolster our courage to increase the quality with confidence that quantity need not be sacrificed.

2. There was no question in the minds of all participants that *money* could cure many of Education's ills. While all recognized that money alone could do little without the kind of programs which would justify its support, the evidence in the

studies reveals that Education is peculiarly afflicted by a lack of financial aid. Better financing by the institutions of their own doctoral programs, radically increased support by the federal government and the private foundations, an acceleration of the trend toward better salaries for graduates—all would remove many of the present obstacles to improved programs.

3. All institutions can afford to improve their recruitment practices so that a more selective clientele is secured. Instead of the present rather informal and relaxed methods of examining the credentials of those who voluntarily submit themselves to candidacy, institutions need to adopt positive programs of selection by deliberately seeking highly qualified persons. This search will need to take place at an earlier point in the prospective candidate's academic career. Instead of waiting until the individual has begun or has completed his master's degree program, an institution should attempt to identify promising students at the undergraduate level and, through a deliberately planned campaign, to woo these individuals into a total program of graduate Education.

4. Attractiveness of the doctoral program may be enhanced by a carefully planned curriculum which guarantees that the candidate will eventually possess some identifiable characteristics of a profession. In spite of the obvious necessity that doctoral programs differ in terms of the special field in which the graduate will work, there is a compelling need for *all* doctorates in Education to possess some common professional characteristics. It makes much less difference *what* these common characteristics are than it does to *have* those which set educators apart as a distinct and identifiable professional group.

5. Through earlier identification and a reduction in the tendency to think of the master's degree as an extension of undergraduate study rather than to view it as the beginning phase of graduate concentration, curriculum planning may encompass a three-year program leading to the doctorate. The fifth year would then be devoted to the task of laying educational foundations and broadening the professional outlook through cognate courses. The sixth year would normally be concerned with the development of competency in an area of specialty within the broad field of Education, and the seventh year devoted to research, experimentation, and practical applications to the field.

6. Each institution needs to take a second look at its present program and to define more precisely the basic objectives and purposes which control the various specialties in which the students are majoring. The identification by institutions of 59 different specialties and the identification by graduates of 84 areas of concentration may well be an exercise in semantics, each individual and institution calling a specialty whatever is perceived as a desirable identification. But, even accepting this as an explanation of some of the proliferation in the field of Education leaves many more areas than we can adequately account for. Institutions need to answer such questions as: What specific purpose does this specialty serve? To what extent is it a program significantly different from others of a related nature? How far can we afford to go in minute specialization before approaching the ridiculous?

7. While the majority of the members of the Conference were willing to concede that probably the existence of two degrees in Education was "here to stay," there was an insistent demand that some distinction between them be made. The distinction most commonly agreed upon was between research and teaching. The prestige presently accorded to research all but precludes the likelihood that many students would be attracted to the teaching degree and yet, the overwhelming majority of graduates will spend the major portion of their time teaching. There seems to be a pressing need to create a doctorate which deliberately attempts to prepare personnel for the teaching function, one which will be characteristically distinguishable from a research degree and yet carry an equal degree of acclaim and recognition. The achievement of such an objective may well be one of Education's most challenging tasks.

8. There is no question that the over-all time span now current can and must be shortened. Such a reduction will entail a re-examination of the amount of prior experience now required, better planning for integrally related internships as a substitute for direct experience, improved housing for married graduate students, and sharply increased financial aid during all of the years of graduate study but particularly during the period of the residency.

9. Institutions either currently entering the doctoral field or planning to do so in the near future should be encouraged only after a careful appraisal of the facilities, financial support,

and a study of the need for more graduates in the fields in which the institutions are preparing to enter. A proliferation of candidates in an already oversupplied field will serve only to glut the market and to threaten quality. As a means of controlling supply and assuring new institutions of a doctoral program of greatest demand, it is strongly recommended that a group of institutions in a localized geographical area plan co-operatively for the inauguration of new programs. Such regional conferences and planning sessions will not only provide invaluable aid in the development of new programs in institutions planning to enter the doctoral field but will be equally helpful to established institutions in determining which of their present programs might well be assigned to another institution.

10. Perhaps the most important outcome of the Conference is to be found in the proposals advanced for definite action. These may be summarized as follows:

- a) Many suggestions were offered concerning necessary research studies. These are listed in the section on *Recommendations* in each preceding chapter.
- b) Certain official agencies are listed as being helpful in enlisting aid for support of various phases of the program, such as: the National Education Association, Woodrow Wilson Fund, the private foundations, Phi Delta Kappa, Pi Lambda Theta, Kappa Delta Pi, the federal government, and the public schools.
- c) Action should be taken to effect certain changes in the National Defense Education Act which will provide more liberal support for doctoral study. The specific changes are listed on page 67.
- d) We need to look to our professional association, The American Association of Colleges for Teacher Education, for aggressive leadership in the development of plans for the progressive improvement in doctoral study in Education.

In general, the overriding sense of the Conference was a determination to make the doctorate in Education a degree of high quality and attractiveness, to take whatever steps are essential to achieve this high purpose, and to create in the minds of our academic colleagues and the general public an image of the profession which will exact admiration and respect.

Part Two

MAJOR ADDRESSES DELIVERED AT THE CONFERENCE

THE DOCTORATE IN EDUCATION—THE INSTITUTIONS

John H. Russel[*]

Conditions which might be said to affect graduate study in Education can be organized under two major classifications: those which are institutionally oriented, and those which are of a personal nature. By the term "institutional" we are referring to those conditions which are related to our society and culture, and to those conditions which have been created in, or by, our graduate colleges or graduate programs. Conditions in the personal category include individual motivation, personal health, personal problems—social, financial, emotional. There is no clearly marked separation of these two major classifications. We have nevertheless attempted to examine graduate study in the field of Education from the point of view of the administration and faculty on the one hand, and from the point of view of the individuals who have completed a doctoral program in Education on the other.

My assignment is a brief discussion and summary of the institutional phase of this inquiry into the conditions which tend to affect the pursuit of doctoral programs in the field of Education.

I shall first summarize some of the general data which characterize the institutions offering the doctorate in Education. Then, very briefly, I shall touch on such areas as entrance requirements, curricular requirements, and financial and housing conditions. Finally, I shall turn the crystal ball in such a way that we can have some ideas about the development of future programs and about future production in the field of Education.

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We have been somewhat arbitrary in our definition and in the selection of the conditions which we have investigated. The content of curriculum and instructional approaches and effectiveness are both major areas which can affect the constancy of pursuit of a doctoral program. These areas have had only limited treatment in the institutional phase of this inquiry.

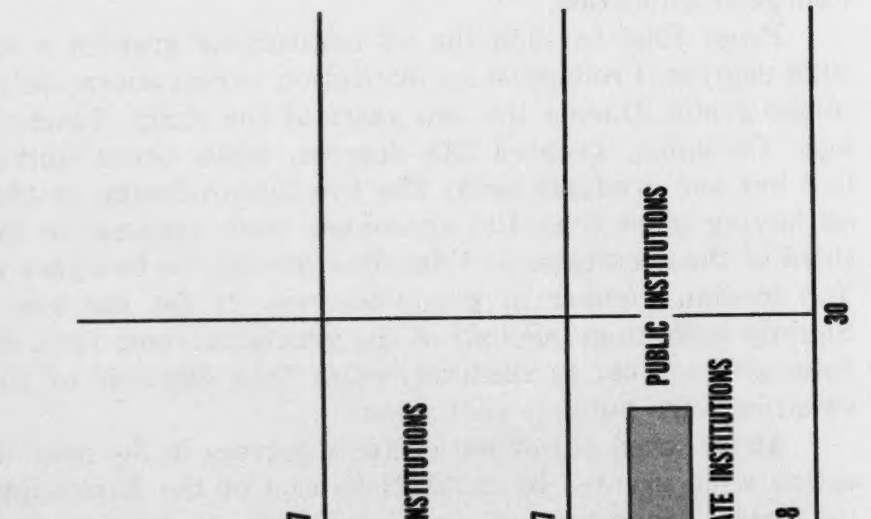
The data for the institutional phase of the study are based on the questionnaire returns from 81 of the 92 universities which offered doctorates in Education during the two-year period, 1956-58, covered by our study. Of the 81 participating universities, 51 were publicly controlled and 30 were privately controlled. The data which are used in our projections are based, in addition, on returns from 289 out of 291 institutions currently offering a master's degree in Education. The thoughtful consideration with which the many respondents answered our many questions has materially increased the value of the study.

Long a hallmark of higher education, differences among institutions were to be expected, and were indeed apparent. Similarities were of course also to be expected; however, both differences and similarities appeared on occasion in unexpected categories.

From 1956 to 1958, 92 universities in the United States offered either the degree of Doctor of Education or the degree of Doctor of Philosophy in Education, or both degrees. (See Fig. 1.) In all, there were 75 Ed.D. programs and 65 Ph.D. programs. Thirty-seven of these 92 universities also offered six-year programs. Privately controlled universities were more likely to offer the dual doctoral program in Education. When the single degree was offered, the Ed.D. degree was more often found in public institutions than private ones.

Administrative control of doctoral degree programs in Education seemed to be assigned to the College of Education, the Graduate College, or, in some instances, jointly to both units. Many more Ed.D. programs than Ph.D. programs were under the control of the College of Education. Preponderantly, however, control of programs resided in the Graduate College. Only 26 Ed.D. and Ph.D. programs were controlled by the College of Education and most of these were to be found in private institutions. It is interesting to note, however, that more than half of the graduates during the two-year period of this study came

Fig. 1 DEGREES OFFERED BY INSTITUTIONS IN TOTAL GROUP



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from the 26 programs under the administrative control of the College of Education.

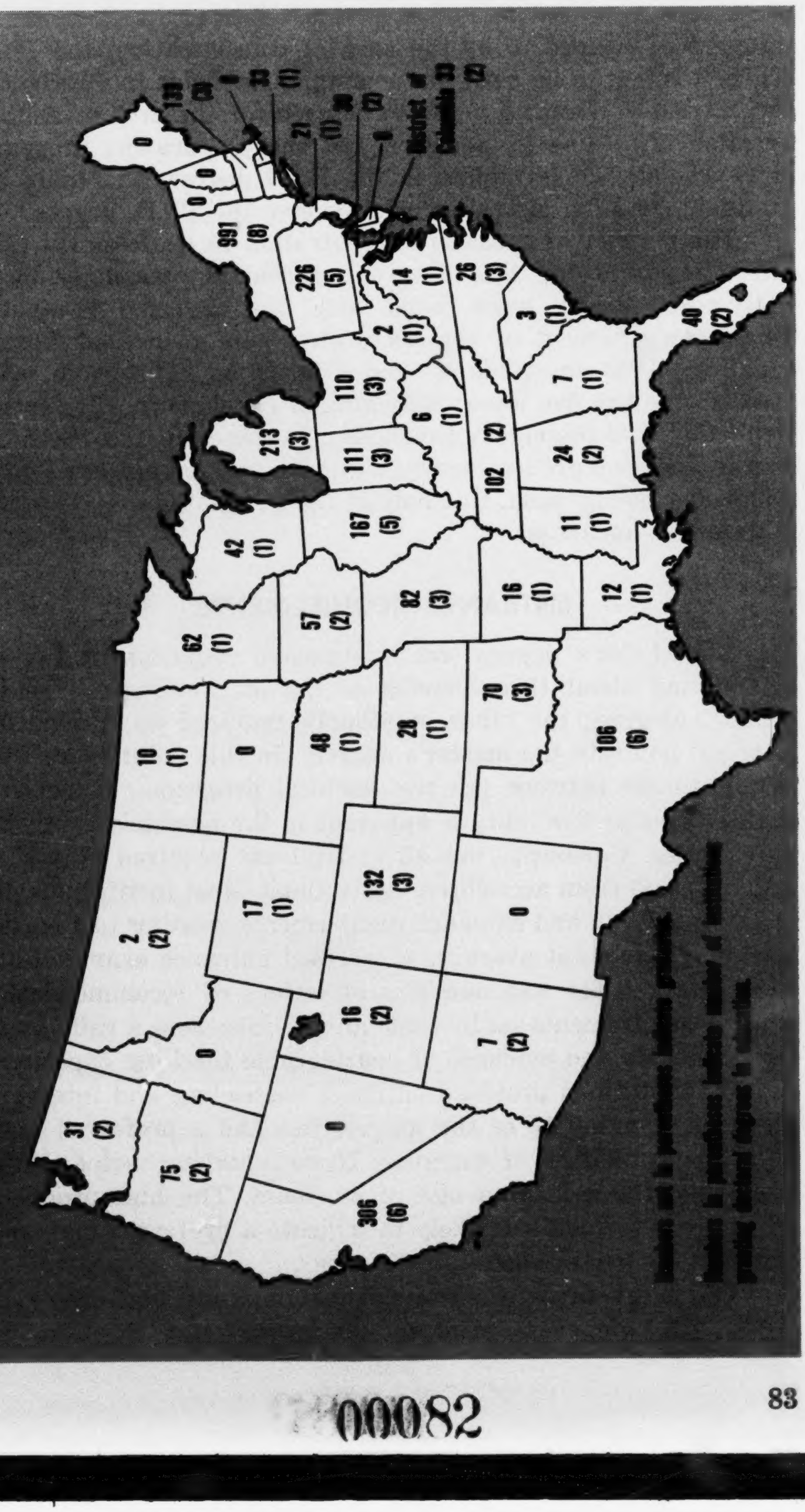
From 1956 to 1958 the 92 institutions granted a total of 3428 degrees. Production by institution varied enormously within the group. During the two years of the study, Teachers College, Columbia, granted 536 degrees, while seven universities had but one graduate each. The five top-producing institutions, all having more than 100 graduates, were responsible for one-third of the doctorates in Education during the two-year period. The median number of graduates was 21 for the two years. Slightly more than one-half of the graduates came from the private universities; in contrast, more than one-half of the universities were publicly controlled.

About seven out of ten doctor's degrees in the field of Education were granted by institutions east of the Mississippi, and the same proportion of the total U.S. population was also located east of the Mississippi. (See Fig. 2.) If we examine regions in terms of production in relationship to population, we find the greatest discrepancies east of the Mississippi. The Middle Atlantic region, with about 20% of the population, produced 36% of the doctoral graduates. The South Atlantic region, with 15% of the population, produced less than 5% of the doctoral graduates. Other regions may be labeled "overproducers" or "underproducers," to a much less marked degree. Undoubtedly certain parts of the country have been assuming a greater responsibility for doctoral Education than others. Despite the mobility of the American population, one would imagine that more graduates may tend to be located in those areas of overproduction; surely greater opportunities for employment exist in these sections of the country. There is undoubtedly, as a consequence, some professional impoverishment in the underproducing sections of the country. It is worth noting that nine widely scattered states did not offer the doctorate in Education at the time of this study.

Eighty participating universities granted 3054 doctorates in Education in the period of 1956-58; 63% of these were Doctor of Education degrees and 37% were Doctor of Philosophy degrees. Slightly more than one-half of this total of 3054 came from privately controlled universities.

Some of the institutions which granted both degrees seemed to give emphasis to one degree over the other. Institutional

Fig. 2 LOCATION OF 3,428 DOCTORAL GRADUATES BY STATES



preference appeared to influence this relationship. A factor of significance seemed to be the area of concentration, the Ph.D. degree tending to be used, for example, for fields in Psychology and the Ed.D. degree tending to be used for the area of Administration. This line is, however, not sharply drawn; programs in Psychology do terminate in the Ed.D degree, and there are graduates in Administration who receive the Ph.D. degree.

The number of areas of concentration in professional Education reported for this two-year period is amazingly large. Fifty-nine "fields" were listed with one or more graduates. Twenty-two percent of the doctorates were in School Administration; 10% in Guidance and Counseling. The three other areas in the top five were: Educational Psychology, Elementary Education, and Secondary Education. In these top five, the Ed.D. degree was used predominantly with the exception of the Educational Psychology area. One-half of the graduates were reported in these five top areas.

ENTRANCE REQUIREMENTS

A bachelor's degree was a standard requirement for entrance, and about three-fourths of the institutions required a master's degree; the other one-fourth required an equivalency in credit hours to the master's degree. On this point there were no differences between the two doctoral programs; however, a slightly greater flexibility is apparent in the privately controlled universities. Curiously, not all institutions required that these degrees come from accredited institutions. Most institutions, but certainly not all, had entrance requirements relating to a certain level of grade-point average, prescribed entrance examinations, and certain types and numbers of letters of recommendation. Among requirements set by some universities were a valid teaching certificate and evidence of considerable teaching experience. A few institutions provided entrance counseling and interviewing. Only a minority of the universities had a preferred maximum age at the time of entrance. Those reporting such a preference indicated a median age of 40 years. The high-producing universities seemed less likely to indicate a preferred maximum age than the low-producing institutions.

The most favored entrance examinations used were the Miller Analogies Test, a locally constructed test, the Graduate

Record Aptitude Test, and the Graduate Record Advanced Test in Education.

In general, the Doctor of Education programs appeared to be slightly more structured in terms of entrance requirements than the Ph.D. programs. One exception was that more Ph.D. programs indicated a preferred maximum age for admission than Ed.D. programs. In almost all phases of entrance requirements, the privately controlled institutions tended to be more flexible than those under public control.

CURRICULAR REQUIREMENTS

Various types of curricular requirements—in terms of organization—tended to be similar among the responding universities; however, the requirements themselves in terms of extent and depth tended to differ widely from institution to institution. Most universities had a fixed requirement in credit hours to be earned beyond the master's degree; the Ed.D. programs had a median of 60 semester hours and Ph.D. programs a median of 48 semester hours; however, there were some programs which did not adhere to this type of fixed requirement. Most universities had a fixed minimum number of hours to be taken at the "home" institution, in other words, a limit on the number of hours which could be accepted in transfer. Residence requirements ranged from full-time two consecutive semesters, to a part-time combination of day, evening, Saturday, and summer classes.

Three out of four institutions set a time limit—a median of seven years—for completion of degree requirements. Time limits were typically lower among the high-producing universities than among the low producers.

Surprisingly, the number of hours which were required in professional Education, beyond the master's degree, varied widely among the participating institutions. Only a minority of the universities indicated a requirement in terms of a minimum number of hours *outside* of Education. The high-producing institutions seemed less likely to have the "outside" requirement than the low-producing universities.

Slightly fewer than one-half of the universities specified a requirement of credit hours to be earned in courses virtually limited to doctoral students. Among those institutions which indicated this type of requirement, a median of ten hours was reported.

Fifty-eight of the responding universities had a core requirement of specified courses. A median of 18 hours was set for Ed.D. programs, while a median of 15 hours was reported for Ph.D. programs. (These data do not include hours required for foreign language.) Most frequently required was a course in Educational Measurement and Research. Statistics was a close second while Educational Psychology and Philosophy of Education also held preferred places in the required core.

Most Ed.D. programs required *no* foreign language and most Ph.D. programs required *at least one* foreign language. There were, however, exceptions in both cases. Most universities required at least a "B" average for all doctoral course work.

All institutions in both Ed.D. and Ph.D. programs required a candidacy examination of all students. These were written or oral, or a combination of both types. Fewer than one-third of the programs required a final *written* examination. There was, however, almost complete unanimity in the requirement of a final *oral* examination.

Both Ed.D. and Ph.D. programs in all universities had the requirement of a terminal research project. Differences lay however in the interpretation of the term. Almost all of the Ph.D. programs required the formal dissertation, while about four out of five Ed.D. programs had the same requirement of a formal dissertation. A field study report seemed to be the most common option indicated in Ed.D. programs not requiring the formal dissertation. Where deviations from the formal requirement for the Ed.D. degree were permitted, control of the program was more likely to be vested in the College of Education than in the Graduate College. Differences from the "standard" terminal research project were also more likely to be permitted in the privately controlled university than the publicly controlled one. Undoubtedly the Doctor of Education programs permitted greater flexibility in the terminal research project; the data, however, seemed to indicate that the similarity between the two programs was greater than the difference, at this point.

RELATED CONDITIONS

In response to our inquiry on student recruitment, three out of four universities indicated that they followed some kind of procedure in the identification of able students. The procedures, as reported, seemed for the most part quite informal. Direct faculty contacts with potential graduate students and extended use of university publications were among the most widely used procedures. All of the five highest-producing universities reported extensive formalized procedures in student recruitment. Proportionally more private than public institutions engaged in some form of student recruitment.

Tuition in private institutions was about twice the amount charged in public institutions. Scholarships or fellowships and loan funds tended to be slightly more available in the private universities. With rare exception, financial assistance of this type seemed to be extremely modest. More assistantships were available in private than public universities; most of the assistantships were located in the high-producing institutions. Financial aid of this type was also limited, both in number of assistantships and in the financial value of the assistantship.

The average dissertation cost was estimated by the administration at $300. Some estimates ranged as high as $1500. There were very few instances of institutional financial support for this phase of the doctoral program.

Housing of graduate students was reported as a problem both on campus and off campus for a majority of the institutions. There was very little evidence of any priorities in housing assignments established for doctoral candidates.

Drop-out factors have been given only limited study by the participating universities. "Personal finance" headed the list of reasons suggested, followed by "excessive demands of noncourse duties" and "inadequate scholarship." Only four universities reported studies on doctoral candidates who had not been graduated; however, several indicated plans to institute studies along these lines.

A LOOK TO THE FUTURE

The Office of Education of the U.S. Department of Health, Education, and Welfare has recently estimated that doctoral projection in all fields will be approximately doubled by 1970. On this basis, if the production of 2043 candidates in Education in 1957-58 is doubled, we can expect an annual production of about 4000 doctorates in Education in 1970.

As part of this AACTE inquiry, each institution granting the doctorate in Education was asked to make a production projection by fields in graduate Education for the years 1964-65 and 1969-70. Sixty-one universities made this attempt. In addition, we surveyed the 291 institutions now offering the master's degree to determine to what extent they intend to establish doctoral programs during this coming decade.

The 61 institutions made what appeared to be quite liberal projections. By 1964-65, they indicated a tripled production and, by 1969-70, a more than quadrupled production. Thirty-four of the institutions now offering a master's in Education either have launched or are about to launch doctoral programs. These should be producing graduates within five or six years. It looks as if there will be, by 1970, 99 Ed.D. programs and 92 Ph.D. programs in 126 universities. (See Fig. 3.) By 1970 also, there will probably be 25 more sixth-year programs; with this increase, there probably will be a total of 84 sixth-year programs.

A note of caution should be sounded; doubtless some predictions should be labeled as aspirations and therefore may be somewhat less than realistic; it should be remembered too that this is a prediction of 61 institutions. However, if projections are accepted at face value, the number of doctorates granted in the decade ahead will far exceed the estimated "doubling" based on the judgment of the Office of Education. The proportion of Ed.D. degrees and Ph.D. degrees in Education will differ very little in the projection from the percentages reported for our two-year study.

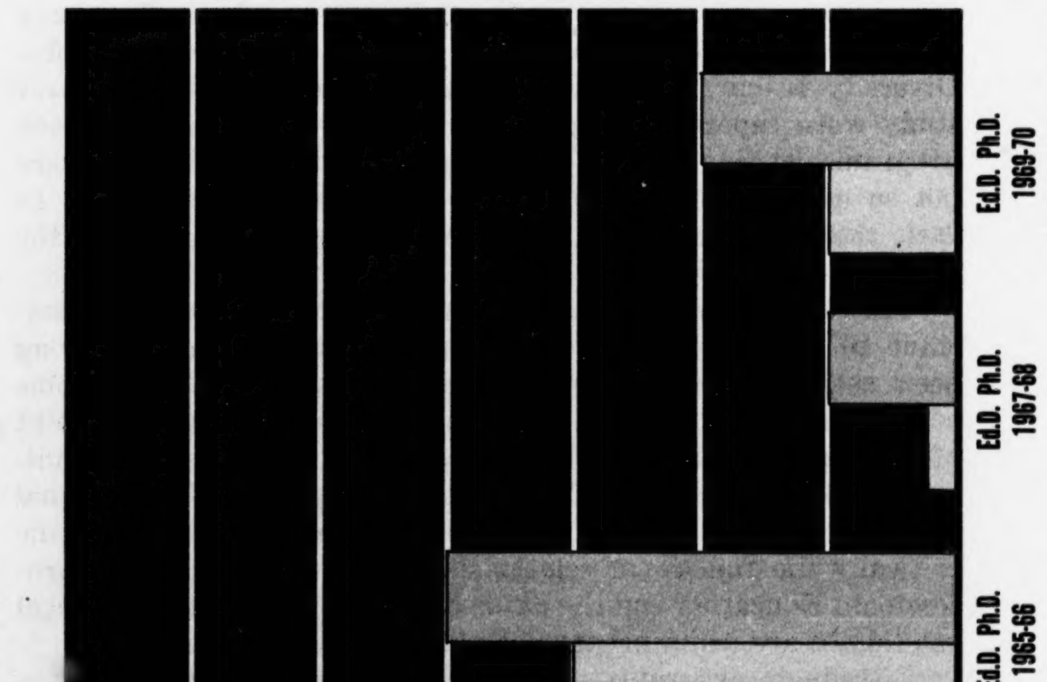
Projections do not seem to disturb the present relationship in production between private and public universities, nor is there any marked change in relationship in regional production.

Projections in relationship to fields of emphasis still place School Administration and Guidance and Counseling at the top of the list; however, the proportion which each of these areas represents of the total is markedly lower in both 1964-65 and 1969-70. New proportional gains are projected for the "fields" of Elementary, Secondary, and Higher Education, and Science Education.

SUMMARY

Conditions which affect doctoral study are indeed characterized by diversity. Programs differ in admissions and student

Fig. 3 FUTURE DOCTORAL PROGRAMS PLANNED*



*Estimates by two-year period

recruitment, in curricular and examining procedures, in money and faculty available, and in a variety of other conditions. Diversity in curriculum is so marked that 59 major areas of study were reported. Surprisingly enough, differences between programs leading to the Ed.D. degree and Ph.D. degree were not so markedly pronounced as we had been led to expect. In fact, the points of similarity seem more pronounced than the points of difference.

In some measure at least, the programs as reported continue to be organized in the general pattern which has long been characteristic of graduate Education; undoubtedly some of the procedures, fraught with uncertainty from the viewpoint of the candidate, are still thought of as "hurdles" by the candidate, "hurdles" which may seem to have a limited educational value. There is undoubtedly a continuing need for us to examine critically the functional relationship between programs in professional Education and the kinds of positions for which doctoral candidates are being prepared and should be prepared.

Graduate programs—as pursued by the graduate student—appear to have an almost elastic quality, in time at least, a possibility of stretching out beyond a reasonable length of time. As programs now function, it is almost impossible for the beginning graduate student to anticipate the date of his definite admission; and he can do little more than guess, in advance, the date of completion of his program. In view of the age, personal responsibilities, and personal financial limits of many candidates, there surely should be greater firmness in the area of admissions—particularly at the entrance level—and greater firmness in fixing a reasonable terminal date for conclusion of the program.

Perhaps we need to take a new look at the two degree programs in professional Education, the Ed.D. and the Ph.D. In general, the Ed.D. and Ph.D. programs show far greater resemblance than difference. The most marked difference is in the foreign language requirement, while only a modest difference is apparent in the nature of the terminal research project. There is some greater tendency for Ph.D. programs to require some course work outside the professional field of Education, and Ph.D. programs are a little less flexible on residence requirements. And it is true that some fields of emphasis seem to be favored by one or the other of the two degree programs. Not too many years ago the Ed.D. degree was introduced to provide for a new approach in professional Education; this was an attempt at least at clarification of some issues, important both then and now. Today we may have some confusion as a result of an earlier attempt at clarification.

There is some need to look carefully at the underproducing geographic regions of the United States. A followup on the location of graduates will help determine whether underproduction is having the serious effects which might be suspected.

Undoubtedly new ways must be found to underwrite in greater degree the personal financial burden which must be borne by the candidate. This need is imperative if we are to have adequate personnel for our colleges in the field of teacher education, and for our public schools.

Finally we must devise some means for determining the needs, in the various "fields" of emphasis, at an early date. Future production, in terms of both quantity and quality, must be geared to meet them!

THE DOCTORATE IN EDUCATION—THE GRADUATES

*J. Marlowe Slater**

In the Spring of 1958, the Studies Committee of The American Association of Colleges for Teacher Education asked that an inquiry be made into the conditions affecting pursuit of the doctoral degree in Education. In a series of preliminary meetings by members of the Subcommittee on Faculty Personnel, plans were laid to invite participation by each person who had graduated from a doctoral program during the period, 1956-58. Subsequently, requests for lists of graduates were sent to the 92 institutions known to be granting the degree and a questionnaire was prepared for distribution to the graduates who were to be identified.

The lists of graduates submitted by the institutions carried the names of approximately 3300 men and women. Questionnaire replies were eventually received from approximately 78% of these people. The response was uniformly good among the graduates of the 91 institutions who agreed to participate in the *Inquiry*. The reply was as great as 100% from the graduates of some of the major universities.

The questionnaire which had been prepared by our researcher, Laurence Brown, consisted of 13 generously spaced pages of items which asked about: (a) circumstances and events leading up to doctoral study; (b) experiences encountered in pursuit of the degree, especially during the period of residency; (c) employment since receipt of the degree; and (d) some personal details such as sex, age, marital and family status, etc. Every tenth questionnaire contained a "flow chart" or calendar on which certain events could be related to other events.

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When the questionnaires were returned, a team of eight clerks coded the data for IBM tabulation. Four tabulations were made. They included:

1. A gross tabulation of all responses to each item in the questionnaire
2. A tabulation of all responses by the persons from each institution which had more than 20 graduates
3. A tabulation which contrasted the responses of Ph.D. and Ed.D. recipients on each item in the questionnaire
4. A tabulation in which responses were divided according to areas of specialization reported by the respondents.

The observations which I shall make have been drawn from the responses of approximately 2500 or 78% of the men and women who were granted doctorates in 91 of the 92 institutions which were known to be granting the degree in Education in the period 1956-58.

The detailed report and analysis of these responses is available in the publication entitled *The Doctorate in Education, Volume One—The Graduates,* The American Association of Colleges for Teacher Education, Washington, D.C., 1960. This exposition is an attempt to note patterns in the responses and, insofar as possible, to get new perspective on doctoral programs in Education by looking at present programs through the eyes of recent graduates. As one would anticipate, there are numerous threads and hints of relationships and interrelationships running through a mass of data like this. Certain of these suggestions and/or combinations of them provide numerous bases for speculation as to the dynamics of the total program. Nebulous as some of these may be, they are, however, the foundation stones upon which programs are built and operated; hence the necessity that they be examined with care lest we overlook some which have significance or lean too heavily upon artifacts which will not withstand close scrutiny.

To accomplish these purposes we will look first at what the respondents seem to be saying about themselves; then try to see programs through the eyes of the respondents; and finally look at the events, situations, etc., by which these students sought to establish themselves in the profession and in the institutions on whom they depended to prepare them for their professional responsibilities.

WHAT THE RESPONDENTS HAD TO SAY ABOUT THEMSELVES

Subcommittee members who viewed the preliminary tabulations and those who have studied the data at great length have been uniformly impressed with the cultural and sociological facts which are contained herein. In the main, these were people from homes where formal education of the parents had seldom exceeded the elementary grades and in fact rarely included a high-school diploma. Less than 10% of the parents had graduated from college. Nevertheless, the proportion of parents engaged in professional, managerial, and clerical pursuits exceeded the expectations one would have if he were to base his expectations upon the distribution of all persons in these categories in the census reports for 1920.

Geographically speaking, their origins were varied, but not uniformly so. The number of respondents from the more highly populated urban areas is not out of line with expectations based upon census data, but this does not hold true for representation from certain of the less highly populated areas. In fact, one notes underrepresentation from the states of Kentucky, Georgia, Louisiana, West Virginia, Florida, Virginia, Missouri, South Carolina, and North Carolina. In contrast, one notes what might be described as overproduction in Utah, Nebraska, Kansas, Connecticut, Iowa, Colorado, Washington, Oklahoma, and South Dakota. It is apparent that the underproducing states are members of a group generally referred to as Southern states. The overproducing states do not represent such a single unit, but it is noted that seven of the nine are a part of what are often called the Great Plains states. The overproducing states can perhaps also be characterized as essentially nonurban areas where the population is predominantly white.

Origins such as these did not provide unlimited financial support for the higher education of children. As undergraduates, the enrollment of eventual Ed.D.'s was significantly greater in state-supported institutions where tuition was minimal. For each student, graduate training was frequently financed out of money from three or four sources. Money for graduate study was seldom furnished by parents of the student.

At several points in the questionnaire respondents were encouraged to add comments to clarify their responses. In many instances one could note the sense of determination and persistence which prevailed to carry the respondent through the various crises with which he was obligated to deal. Many of these crises were not inconsequential in nature. For example, personal aspirations for the degree were seldom recognized before age 30. Implementation of further study after age 30 customarily introduces numerous complexities in arrangements for family living and all the other minutiae which accompany a major shift in one's personal and professional plans. In retrospect, the repondents were well aware of this, and when asked to what extent they felt that chance was operating to influence their educational progress, they vigorously denied such influence.

Variety of Academic Interests

There was no mistaking the fact that the academic and professional interests of these graduates were extensive. Eighty-four distinct categories were required to encompass all the areas of specialization which the respondents reported. It was interesting to note that the area of specialization reported by the candidate did not always coincide with that which was a matter of record in the university from which he had been graduated. What apparently happens is that each man, in the not unusual fashion, sees himself as somewhat unique from his colleagues and tries to capture this difference in his description of the academic major which he pursued. For these graduates, the differences between institutional and self-perception were in the direction of *greater specialization* in the mind of the respondent than had been recorded in the official records. For example, we had anticipated a population of 56 majors in Clinical Psychology; instead, 98 respondents described themselves in this manner. Similarly, official records included 140 persons in Secondary Education, but only 99 respondents found this an acceptable description of their preparation. While there may be some error in official recording, we have no reason to believe that it would be so extensive and well patterned as has been observed.

There were also, however, perceptible limitations upon the interests of graduates. One notes that the enrollment of women was confined essentially to four areas; namely, Curriculum, Physical Education for Women, Home Economics, and Elementary Education. Men had completed work in all areas, except those exclusively for women, but their preference for School Administration was quite obvious. Apparently the origins of interests in doctoral study were also subject to certain limitations. The Ph.D. was most likely to have enrolled in a program which would satisfy some curiosity which had been aroused in his earlier days as a student. In contrast, the Ed.D. candidate was most likely to recall the origin of his doctoral aspirations in some problem or problems which he had encountered in the course of his employment in a school or college. Another evidence of limitations in interests was observed in the low incidence of undergraduate enrollment in the sciences, both biological and physical.

Somewhat unexpected were the several respondents who indicated little if any interest in professional Education. Some were quite candid about this and returned their incomplete questionnaire with a brief statement to this effect. Others made an attempt to co-operate, but their lack of enthusiasm and interest for the problems of schools and colleges was quite evident. This lack of interest was especially noticeable among the clinically oriented psychologists. They had apparently sought out the training they wanted without regard for the department in which the work was offered. Departments were apparently unable to identify these persons, or were unwilling or unable to dissuade them when they were identified.

Person-Oriented Responses

One naturally assumes that individuals with a high level of involvement in professional Education will show considerable interest in people, but the person-oriented responses in this material were so very frequent that they warrant comment. One's attention is drawn to this point when he notes that agreement among the 2500 respondents was greatest on the item which asked whether a high degree of student-faculty interaction is desirable. More than 95% thought it desirable that student-faculty interaction should not end with the classroom lecture, the demonstration, or the laboratory session. They had similar feelings about the desirability of interaction with fellow class members.

Numerous other responses and the various asides point to the same phenomenon. Unsolicited comments frequently made reference to fellow students who had terminated their study short of the completed degree. The graduates believed that their own choice of a particular university was in no small part an effort to learn from and with university professors who had splendid reputations, and so they were frustrated when they could not get these men to read a dissertation draft or to counsel with them on professional matters.

For the most part these were people whose work since the completion of the baccalaureate degree had put them in the intimate personal contact of the classroom. Two-thirds of them had married, and more than two-thirds of the married students had families. They said that the influences of family, employers, and colleagues were most central to their original thoughts about doctoral study. They seemed to take it for granted that success in their doctoral studies would give them prestige in the eyes of these persons who were so important to them.

This is not to imply that there was a low level of interest in nonpersonal matters, but rather to note a human quality which is not so readily observed in other records of those who frequent graduate schools.

WHAT THE RESPONDENTS HAD TO SAY ABOUT PROGRAMS

Candidates' responses provided useful information about elements of programs which are frequently unavailable through other channels. For instance, these pointed clearly to numerous similarities in programs, i.e., to qualities and elements which the programs have in common. And, as one would anticipate, they also reflect differences in programs. Both the similarities and the differences appear to be worthy of consideration.

Elements Common to All Programs

One of the most striking feelings that one gets in reflecting upon the replies is that there were factors in all institutions—call them "presses," pressures, or attractions, whatever you will—which made certain courses of action more desirable than were other courses of action for students in each institution. For example, different age groups were not similarly attracted to all programs or to all institutions. It is apparently advantageous to choose one of the two degrees in preference to the other in almost all of the institutions. Similarly, attendance at certain universities led somewhat more certainly to college placements than to secondary- or elementary-school placements, and vice versa. Universities which seek to understand their own operation will want to be alert to the presence and impact of these influences which so surely guide the decisions of their graduate students. The direction and source of the forces may differ from institution to institution, but we can apparently be certain of their presence in all universities.

Numerous bits of evidence pointed to similarities in policy and practice within many of the 91 institutions. For example, nearly all institutions enrolled candidates who had had extensive professional experience prior to the receipt of their degree. Graduate assistantships went most frequently to younger men.

Another observation is that all programs are long, arduous, and filled with uncertainty. To most this is no startling revelation, but it does seem appropriate to record the fact and to note a few of the details which support this conclusion.

It has already been noted that the median age at which people began doctoral studies was over 30 years. The median age for completing the bachelor's degree was 23, for completing the master's degree was 30, and for completing the doctorate was 38-39. One must remember also, however, that for those people who were engaged in military service, at least three years had been added at some point in this sequence of events. Even so, implications of these facts are the more interesting when one notes that the time required to complete the degree was longest in the institutions which enrolled the older men.

Most programs contained residence and dissertation requirements. One-half of the graduates spent 12 to 30 months in residence; one-half of them spent 12 to 24 months on the dissertation. The balance of time required to complete was spent on course work or in interruptions. The total program required three to seven years by one-half of the graduates.

With but a few exceptions, each respondent was at least in part self-supporting. In most instances no one source of income was sufficient to meet the financial obligations of the student. It was not unusual for an individual to resort to three or more sources of money to pay for his study and other personal obligations. Fig. 4 points the fact that 41.1% of the respondents used veteran benefits. Savings, scholarships or fellowships, assistantships, and concurrent employment by student and/or spouse were the other principal sources of money. Dissertation costs amounted to something less than $500 for about one-half of the group; approximately one-fourth indicated that these expenses came to something between $500 and $1000; and one-fifth reported more than $1000 had been spent on this one item.

For most, the threat of interruption was present at one time or another. Financial matters, the demands of concurrent em-

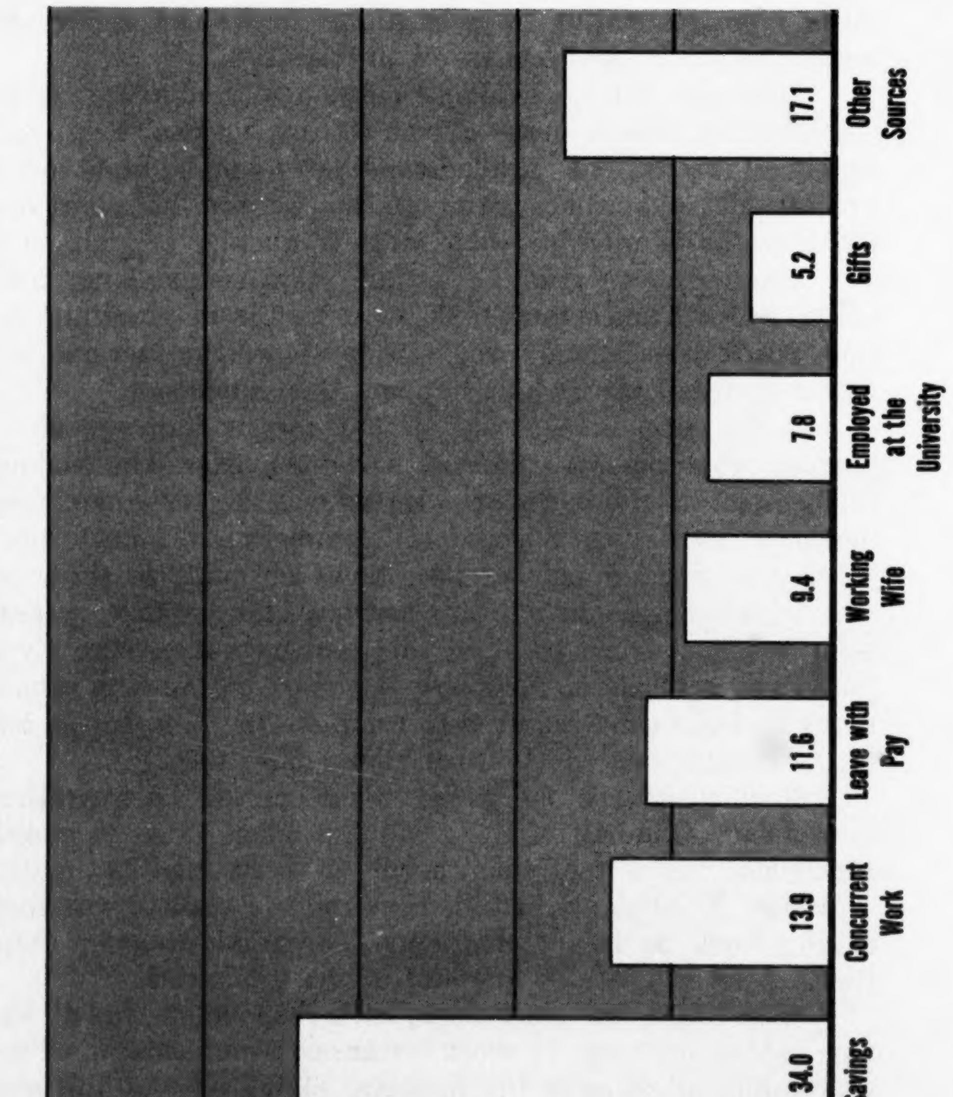

Fig. 4 ASSURED SOURCES OF INCOME FOR GRADUATE WORK

ployment, discouragement over progress, and problems of personal relationships led to interruptions or serious consideration of interruption for two of every three respondents. Interruptions were most frequent when the goal of completion was relatively close. They came most often after courses had been completed.

Still another common element in all programs was the preponderance of male students. It has already been noted that there were characteristic male and female patterns of course registration. These patterns were quite similar in all programs.

The attitudes expressed by graduates reveal still other elements which are common to most programs. These include: (a) considerable amounts of freedom for self-direction by the candidate; (b) generally appropriate patterns of course work; (c) generous personal assistance for experimentation and study in connection with the dissertation; and (d) a good quality of general advice and counsel by major advisers. And finally, one notes a similarity in outcome of the numerous programs in the fact that more than 85% of the respondents accepted academic positions upon completion of the terminal degree.

Nature of Program Differences as Implied by the Responses of the Graduates

Some of the most important observations which are to be made from the data come from the institutional comparisons. The fact that this portion of the *Inquiry* was committed to the maintenance of institutional anonymity does not detract from the value of these observations. Each institution has its own data and can relate its position to the two extremes which have been pointed out in the summary which is contained in Fig. 5.[1]

A number of contrasting situations can be observed. Those which are noted here include a variety of dimensions to which institutions frequently allude when they seek to assess position or progress. Attention is directed especially to the following ones:

1. Three-fourths of the respondents from one university were born in the state in which the university was located; only 2% of the respondents from another university could so report.

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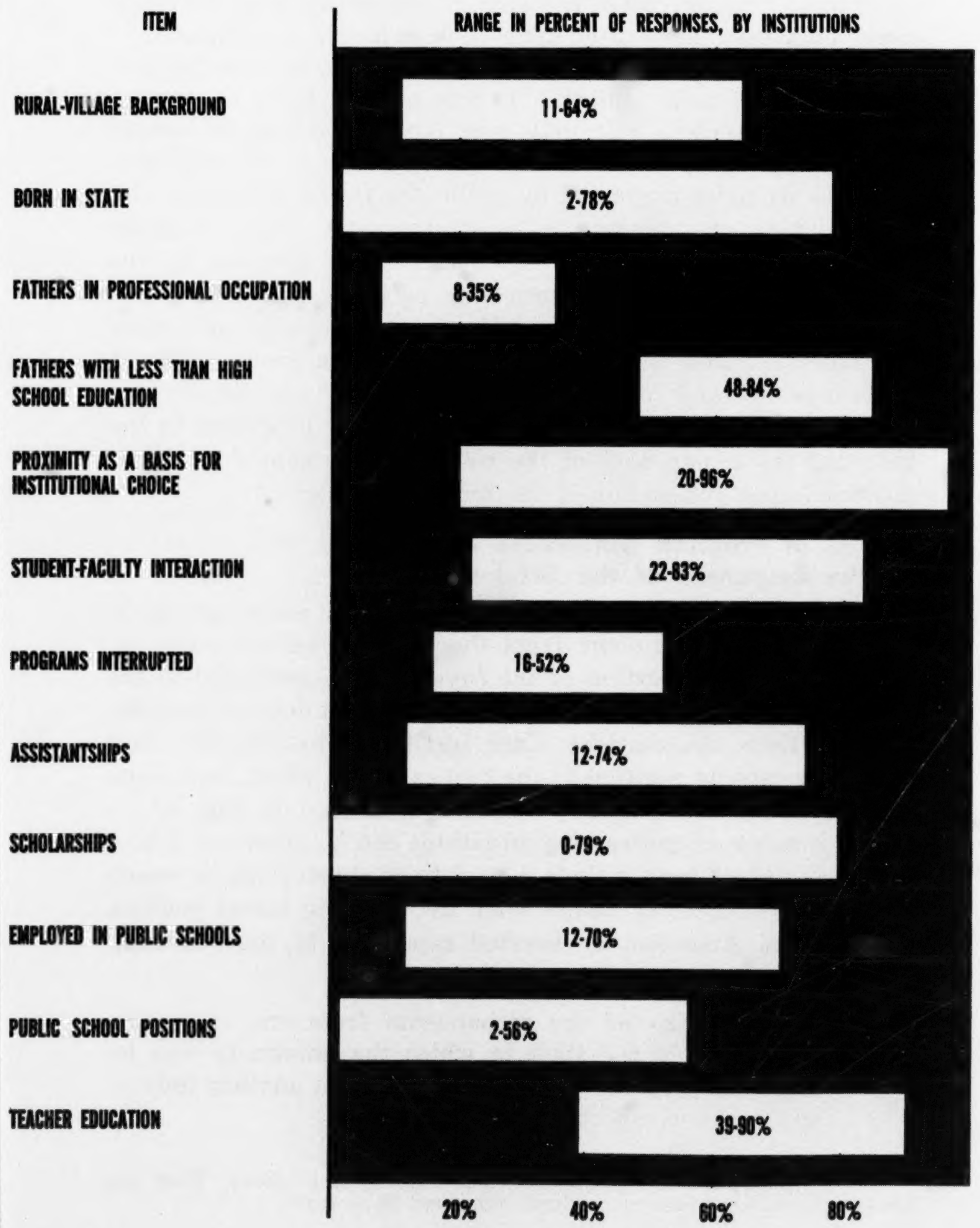
[1] These institutional comparisons include only 38 institutions. They are the 38 institutions whose respondents numbered 20 or more.

Fig. 5 INSTITUTIONAL DIFFERENCES SUGGESTED BY GRADUATE RESPONSES



2. One institution drew more than one-half of its students from rural and village homes; another had only 10% of its respondents who could be so classified.
3. Almost all (95.7%) of one group of graduates noted the importance of proximity in their choice of an institution for doctoral study; only 20% of the graduates of another institution included this as a reason for their decision.
4. At least one institution granted scholarships to 79% of its students; another did not grant scholarship aid to any of its students, at least to none of those who responded.
5. More than one-half of the graduates from one institution actually did experience one or more interruptions in their doctoral studies; in another, less than one-fifth experienced this inconvenience.
6. Three of each four respondents from one university held assistantships, less than one in ten had this opportunity in another.
7. Ninety percent of the graduates of one institution became involved in teacher education after completing the doctorate; only 39% of the graduates of another institution considered themselves to be so employed.

The Doctorate in Education—Volume One contains other data of a similar nature, some of which may be of even greater interest to certain members of the Conference and readers. The implications of these comparisons are numerous. Some suggest the possibility of limitations upon program. Others imply that institutional finances are, at best, minimal for the task at hand; still others raise considerations about program outcomes and objectives. The investigators have made no efforts to establish how or why these differences arose. The fact that such differences do exist, however, should be reason for optimism among those who seek to introduce a change in any one of these variables in a given institution.

WHAT THE RESPONDENTS HAD TO SAY ABOUT PROCESS

Comments to this point have been focused primarily upon the characteristics of the respondents and upon the characteristics of program as revealed by the responses of the graduates. In their totality, however, the responses also provide a picture of process, that is, a picture of the situations, events, and experiences by which these people came to see themselves as members of the profession and of the institutions in which they studied.

The steps by which these men and women found their place in the profession can hardly be characterized as outcomes of truly long-range plans and incisive decisions. In fact, one gets the distinct impression that this population might be better described as one which moved with considerable caution from one degree to the next. Perhaps this should not have been unexpected for, as was noted in previous paragraphs, these people were not reared in situations where there was great familiarity with academic institutions or with the life which surrounds such an institution. Furthermore, there was no suggestion here that academicians were making overtures to these persons when they were baccalaureate or master's degree candidates.

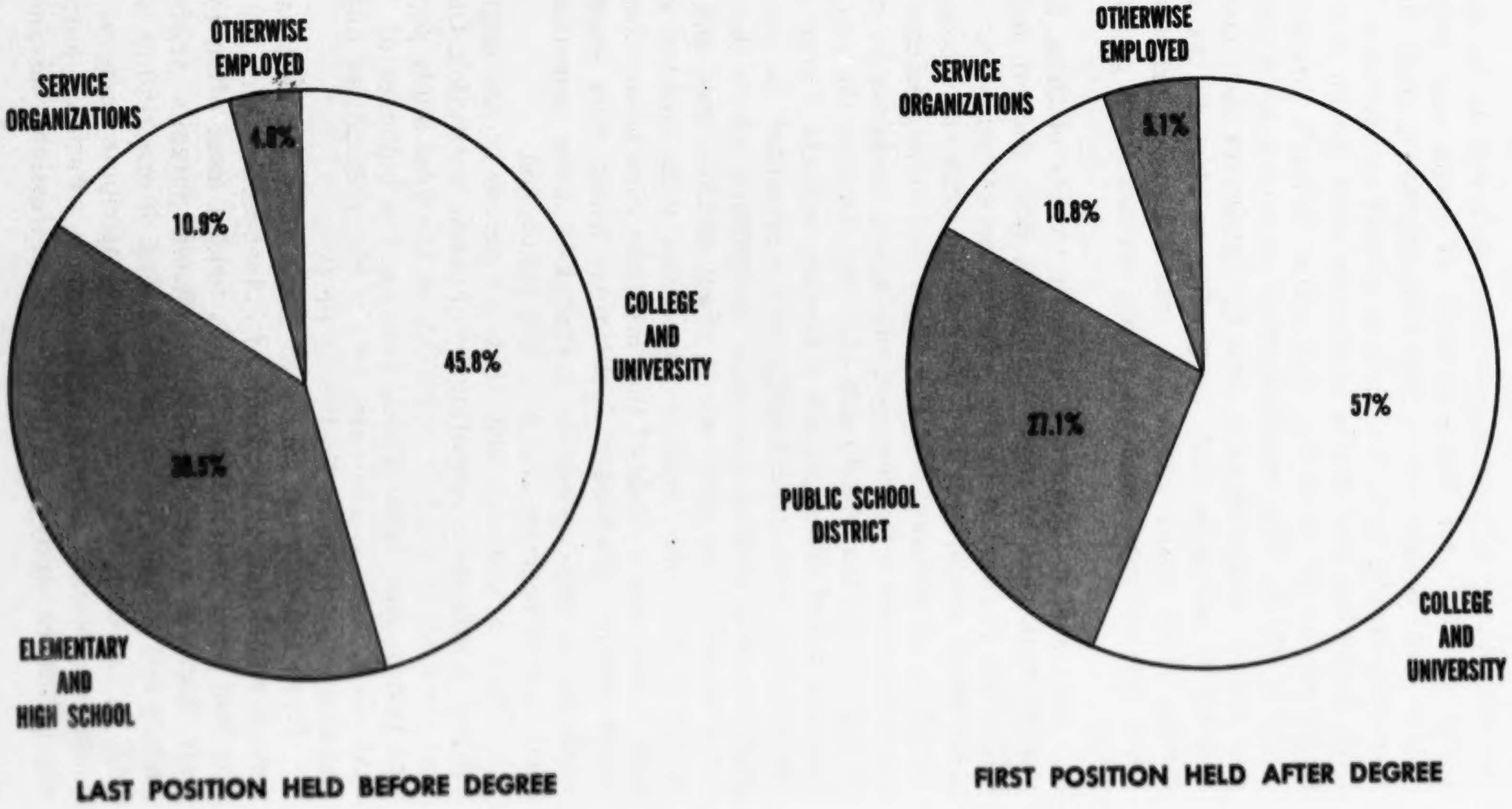
It has also been noted that only one-third of the respondents elected undergraduate majors in Education, the greater portion preferring to take subject majors in the social studies and humanities. Apparently most had taken professional courses to prepare for teaching, however, since over three-fourths of the graduates entered educational positions after completing the bachelor's degree.

Well over one-half of the respondents actually engaged in classroom teaching quite early in their professional careers. As they moved toward the completion of the doctorate, however, it appears that many moved out of teaching into nonteaching educational positions. This was especially true of elementary- and secondary-school personnel. After the degree was completed, there was frequently a migration back into teaching or into supervisory services which related directly to the teaching process. (No comment has been made as to the institutional sources of graduate students or the kind of institutional placements which followed completion of the degree. For those who are interested, Fig. 6 will be useful.)

More than two-thirds of the respondents considered themselves to be in some aspect of teacher training in the academic year 1958-59. It would be interesting now to determine the course of this process at 5-, 10-, 15-year periods after the completion of the doctorate.

There is evidence of the impact of certain *professional* and *personal* influences which came to bear upon the candidates.

Fig. 6 OCCUPATIONAL ORIGINS AND PLACEMENT OF DOCTORAL GRADUATES IN EDUCATION



LAST POSITION HELD BEFORE DEGREE

FIRST POSITION HELD AFTER DEGREE

Some of these influences have been inferred in the comments about the cultural characteristics of home and community; others were recognized by the respondents in their comments about the employment they held in schools and colleges. There is little doubt but that major professors were the most important single source of direction and moral support throughout the doctoral study. The encouragement provided by a spouse, by parents, by acquaintances, and by employers was noted with gratitude; but none were apparently so close to the heart of things which really counted as was the major professor with whom the doctoral candidates took counsel about progress and plans.

Financial inducements, in fact a variety of them, had been studied with care by most applicants. Both student and spouse had often to be alert to the possibilities of concurrent employment which would provide a dependable source of income.

It is not unlikely that secondary and undergraduate experiences had some influence upon subsequent decisions by members of this population. We do note that only 10% of the respondents had graduated from private secondary schools. Large complex universities were significantly overrepresented in the undergraduate and postbaccalaureate institutions which the respondents attended. In other words, many of these men and women no doubt had had firsthand experience with doctoral students both within and outside of the classroom even before they themselves became candidates. Institutions which were engaged essentially in undergraduate preparation were conspicuous by their lack of representation in this population.

There is evidence also that the choice of the degree was subject to influences operating within each institution. One notes that the ratio of Ed.D.'s to Ph.D.'s in the total study population was two to one. Institutional policies, the influence of "significant other," etc., are revealed by the fact that no one institution had this exact ratio of Ed.D.'s to Ph.D.'s.

Even the original source of stimulation for doctoral study reflects something of the kinds of influences to which the graduates had been responding. Ph.D.'s tended most often to relate their doctoral aspirations to academic pursuits arising frequently out of a desire for specialization of one kind or another. Ed.D.'s, however, were more likely to attribute doctoral aspirations to somewhat later occupational or vocational pursuits in which further study gave promise of professional advancement.

In fact, these differences appear to differentiate between the Ed.D. and Ph.D. in a much clearer manner than do residence requirements and academic requirements such as languages, statistics, or other required courses.

For the individual, the impact of these numerous and varied forces led to expressed desires to "specialize," "to gain new knowledge," or merely to remain well-qualified. Most expected, however, that they would be rewarded with advances in rank, with increased earnings, and with new prestige.

Numerous influences also prompt and support the *decision to enter one university as opposed to others.* Over one-half of the respondents indicated that proximity factors influenced their decision to enter a particular university. Proximity seemed no more or no less important to those attending urban institutions than to those attending nonurban institutions. The importance of proximity seemed not to be limited to any particular geographic region or the availability of an especially favorable job market which would provide concurrent work for the student or the spouse.

Almost equally significant in the choice of an institution however was the reputation held by staff members in the eyes of the prospective student. It was not determined how this reputation had come to be established, but its presence was recognized and noted with regularity. It seemed that the influence of this phenomenon which we might call "psychological impact" was not independent of geographical distance. In studying the responses one observed that "reputation of staff" and "proximity" were equally important to many persons. It was as if the respondents were frequently saying, "People in regions adjacent to certain institutions thought very highly of certain professors at that university."

Respondents frequently acknowledged that they had accumulated graduate credit in their doctoral institution prior to the time at which they began their official doctoral studies. This practice of an unofficial "try-out" was reported by more than one-third of the persons in the study population. This was an instance in which judgments as to the desirability of a continuing relationship could be made by both parties. So long as each understood his own criteria for an affirmative decision and was ready to hold to the criteria, this may have been a relatively important item for predicting success in a given program. Its implications for recruiting are obvious.

Something can perhaps also be learned about the quality and pattern of attitudes of candidates toward their institutions by noting the presence or absence of relationships between certain variables and the temporary discontinuations which took place. It may be significant that:

1. Students in institutions which had the greatest number of assistantships did not interrupt so frequently as did those in institutions with a lesser number of assistantships.
2. Interruptions were *more* frequent in institutions which had older students than in institutions which had younger students.
3. Interruptions were *more* frequent among students carrying concurrent work outside the institution than among students who did not carry such responsibility.
4. Interruptions were *less* frequent among students who perceived a high level of student-faculty interaction in their institution than among students in institutions where this kind of activity did not seem to be encouraged.

No doubt certain, if not all, these facts interrelate to provide a climate which is or is not *in its totality* conducive to sustained efforts by graduate students.

The firm nature of institutional choice was quite apparent. Regardless of how unpleasant a situation may have become, there was no doubt as to the intent and desire of the candidate to complete the program in the institution in which he had originally enrolled for his doctoral study. Although comments were frequently volunteered concerning the frustrations which accrued to students from personal and professional conflicts among faculty members, faculty changes, overloaded faculty, barriers between various departments, and the financial problems of completing in a given setting, there was almost a complete absence of comment about moving to another institution. Those who persisted to completion were apparently undaunted by these several threats to their success.

SUMMARY

In summary, the following observations have been drawn from the responses of approximately 2500 persons who received the doctorate in Education within the period September 1956 to August 1958.

1. Sociologically speaking, this was an upwardly mobile group of men and women, most of whom persisted until approximately age 40 in their successful effort to acquire a terminal degree in higher education.
2. For this group, the degree represented a keystone in a professional career which already included more than 10 years of postbaccalaureate experience in closely related occupational activities.
3. The academic experiences which led to the completion of the degree were perceived by the recipients as steps toward a relatively high degree of specialization in some aspect of Education.
4. These men and women evidenced a highly developed interest in other persons and in their personal relationships with these other persons.
5. In the eyes of the degree recipients, there was much that was common to all programs leading to the doctorate in Education. Included in these common elements were:
    a) Institutional forces which favor certain courses of action as opposed to other courses of action at crucial choice points
    b) *Degree requirements* which are customarily completed only after a relatively long period of time (three to seven years), during which there is a considerable amount of uncertainty in the minds of candidates as to how and when the requirements will be completed.
    c) *Financial barriers* which are formidable but which can be surmounted when a number of kinds of resources are brought to bear upon the problem
    d) Curricula which provide professional opportunities primarily for male students
    e) A high quality of professor-student relationship which includes a considerable amount of freedom for self-direction together with generally appropriate course offerings, generous personal assistance, and

   a good quality of advice and counsel by major advisors
   f) A high proportion of placements in academic positions upon completion of the doctoral studies.

6. The experiences of the students in the various institutions also differ in many respects. Foremost among these differences were the following:
   a) The extent to which geographical origins of students were local or cosmopolitan in nature
   b) The extent to which financial assistance was provided by the university
   c) The frequency with which students found it necessary to interrupt formal study.
7. The experiences which led these men and women eventually to the doctorate in Education did not develop out of long-range plans which had originated in high school or in undergraduate days.
8. Encouragement for advanced study came from numerous persons who were close to the student, but none was so essential and far reaching in importance as that of the major advisor.
9. Two kinds of personal origins for doctoral aspirations were observed. There were those whose aspirations and interests arose out of academic pursuits and, in the minds of the respondents, would lead eventually to specialization *in the dissemination* of knowledge in a relatively well-defined body of conventional subject matter. On the other hand there were those whose conscious aspirations arose out of occupational or vocational considerations, the pursuits of which through further study gave promise of professional advancement and status.
10. The choice of an institution for graduate study appears to have been determined by a variety of influences several of which grew out of factors related to proximity.
11. For those who aspire to the doctorate in Education, an informal and generally unannounced "try-out" period may precede a firm decision as to where the study will be accomplished. Once the personal decision has been

> made and official admission to doctoral study granted, identification of student with institution apparently becomes almost as central as is the thought of the degree. It is no longer simply a commitment to pursue the degree, but a commitment to pursue the degree in a particular university.

In their totality, these statements represent working hypotheses or assumptions which have been developed about the graduates and the institutions which sponsored them. The tests of these assumptions remain for responsible officials and future students in the institutions which offer programs leading to the doctorate in Education.

GRADUATE EDUCATION TODAY

*Bernard Berelson**

The system of graduate study in recent years has again come under scrutiny and controversy over both means and ends. The roll call of recent statements of what's right and wrong—usually the latter—would include the Committee of Fifteen report in 1955, the "white paper" of the Committee on Policies in Graduate Education of the Association of Graduate Schools in 1957, the symposium in the March 1959 issue of the *Journal of Higher Education,* reports by the President's Committee on Education Beyond the High School, the Educational Policies Commission, the American Council on Education, the National Education Association, the Trustees of the Carnegie Foundation for the Advancement of Teaching, and several others. A number of disciplines have recently surveyed their own graduate programs or are doing so now—e.g., in addition to Education, there are Mathematics, Psychology, History, Economics, Philosophy, English, and Chemistry—and a few institutions have done the same. Only a few months ago, the Brookings Institution put out a document on needed research in graduate education; and the Institute of Higher Education of Teachers College, Columbia University, issued a pamphlet entitled *The Graduate School and the Decline of Liberal Education* in which the former is once more cast as the villain responsible for the latter.

Although, no over-all study of graduate education in this country has appeared in the recent past, that does not mean that the topic has been neglected—far from it. The debate has been continuous, and the positions strongly held; the assumptions varied, the values ambiguous or in conflict, and the facts alleged, contradictory, scanty, or altogether absent.

These remarks were based on the book by Bernard Berelson, *Graduate Education in the United States,* published in September 1960 by McGraw-Hill as part of the Carnegie Series in American Education.

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Accordingly, I thought it might be useful to review the story from the beginning, state the problems, analyze the arguments, bring the facts to bear, and see what conclusions and recommendations were indicated. As it happened, the Carnegie Corporation also thought the job was worth doing, and my report is now in press.

As for how the study was done, I can say here only that I read countless pages and collected numerous statistics; attended about 10 formal meetings; visited 20 or more institutions; secured about 45 disciplinary consultations; conducted five or so special studies; talked to over 150 people; and systematically collected facts and judgments from about 80 graduate deans, 1800 graduate faculty members, 2300 recent recipients of the doctorate, 600 college presidents, and 70 industrial representatives. I sought to look at the state of graduate education in terms of what goes in (the students) and what comes out (the product), and what happens in between by institution and by discipline. In scope, I am concerned with those disciplines and fields that typically lead to the Ph.D. or its equivalent—by which I mean the arts and sciences plus such neighboring professional fields as Education, Engineering, Agriculture, and Business. That is, I include all postbaccalaureate Education except that in Medicine and Law, though they too enter occasionally on a comparative basis. Within that range, I concentrate somewhat more on the arts and sciences than the professional fields and much more on the doctorate than on the master's degree.

WHAT HAS HAPPENED

Over the past century or so, the development of graduate work has been marked by five phases:

The prehistory: to 1876
The university revolution: 1876-1900
Consolidation and standardization: 1900 to World War I
Growth and diversification: World War I to World War II
Revival and reappraisal: since World War II

The prehistory was the struggling period of "aspiration, controversy, and experimentation" that led to the successful establishment of Johns Hopkins in 1876. It was a time of the "supremacy of the master's degree"—an unearned master's degree that was awarded only to the institution's own alumni, who qualified for it, as Storr has said, "by staying alive and out of trouble for three years after graduating from college and by giving very modest evidence of intellectual attainments."

In the 50 years or so before 1876, and especially after 1850, there were several efforts to establish graduate Education in American institutions and all of them failed—at Harvard, Michigan, Yale, Columbia, Pennsylvania, Western Reserve, University of the South, and Virginia, among others. But these unsuccessful attempts did prepare the ground for the inevitable start at Johns Hopkins. As President Gilman acknowledged in his inaugural address, "We reap the lessons, while others bear the loss."

The university revolution, from 1876 to 1900, begins with the establishment of Johns Hopkins and ends with the establishment of the Association of American Universities (AAU). In between events occurred that determined the character of American higher education for the twentieth century and probably beyond. For example, this period settled the issue of *whether,* as well as several aspects of *what* and *how,* e.g., the nature of the highest degree, the organization of the graduate school within the university, the inclusion of the scientific fields and the dominance of the scientific approach, the place of research as the *raison d'être* of graduate study, the role of the doctoral dissertation, and the utilitarian ends of the enterprise. Perhaps the best statement of this latter idea appeared in Gilman's inaugural address at Hopkins. "The opening of the university," he said, "means a wish for less misery among the poor, less ignorance in the schools, less bigotry in the Temple, less suffering in the hospital, less fraud in business, less folly in politics; and among other things it means . . . more security in property, more health in cities, more virtue in the country, more wisdom in legislation, more intelligence, more happiness, more religion." This was a tall order: the new learning was to be not only advanced, but also useful outside academic life.

This period furthered a basic change in the character of higher education, and the Graduate School was in the forefront of the movement as the supplier of teachers and the model of learning. There were two major shifts, themselves interrelated and both deriving from graduate study. One was the professionalization of teaching as a career and the other was the further organization of the curriculum into subjects or disciplines, like those in which the teachers had taken their graduate work. Thus specialization, another fighting word in the controversy over graduate study today, entered the lists and won a secure place for itself; the battle thereafter was less to displace it than to find ways to contain it.

With all this, the period marked the coming of age of professional learning in this country. No fewer than 14 major scholarly societies were established between 1876 and 1905, or one every two years or so; and a large number of the basic scholarly journals were founded at that time, discipline by discipline.

So it is by no means hyperbole to call that period an educational revolution. In 1876 the college was at the top of the educational program with a largely ministerial faculty, a classical and tradition-centered curriculum, a recitative class session, a small student body—highly selected for gentility and social status, an unearned master's degree given to one's own alumni for good behavior after graduation; and serious, advanced students went abroad. By 1900, in a short 25 years or so, the university was firmly established in America and was leading the educational parade with its professional character, its utilitarianism and community-centered program, its stress on advancing learning, its new subjects of study, its seminars and laboratories and dissertations, its growing attraction for a new class of students —all capped by the earned Ph.D. Graduate Education was on the road of growth and of growing importance in American education: it was institutionalized in the graduate schools of the important universities; it had dedicated faculties; it had ambitious students; it had adequate funds; and it had an important mission. The face of American education would never be the same again.

Consolidation and standardization, from 1900 to World War I, made the third period one of small growth and great self-scrutiny. This turned out to be a plateau between the impressive start of the preceding quarter century and the rapid development of the next.

The plateau was a platform, too. The easy independence of the first years could not be maintained now that the system of graduate Education had grown even this large, and questions of quality and purpose, of programs and personnel, were more and more discussed as more and more people and institutions became involved.

It is instructive and often entertaining to review now the discussions of the AAU in the first few years of its existence—a time when only a few hundred doctorates were being awarded annually. There is hardly a topic active today that was not being debated then, and not infrequently in the same terms. Fellowships, the meaning of research, the character of the dissertation, the quality of the students, the foreign language requirement, the major/minor problem at the doctorate level, the proper examinations, the role of the master's degree, the preparation for college teaching, college/university relations, uniform statistics—all these topics came up in the first years of the AAU. For example, at the 1901 meeting, Charles Eliot asked for greater "sifting" of the doctoral dissertation because of its excessive length; Nicholas Murray Butler complained about "how frequently the same persons will offer themselves as candidates (for fellowships) at several institutions"; Henry Pratt Judson of Chicago asked rhetorically whether "the graduate school itself, after all, is not practically a professional school"; and Alan Briggs of Harvard called for broader training for prospective college teachers.

In 1902 a report on the master's degree debated whether it should be regarded as a terminal degree or a steppingstone to the doctorate.

In 1905 a dean complained that "a man can hardly expect to get an appointment of a higher grade than instructor upon his record as a teacher alone." Three years later, Abraham Flexner was already deploring that the university had sacrificed college teaching at the altar of research.

In 1916, Dean Woodbridge of Columbia complained that "graduate instruction . . . is not conducted . . . in a way which forces students into habits of independent study, reflection, and inquiry. The atmosphere . . . is one of supervised, regulated, and controlled study. . . . "

In the same year, Dean West of Princeton was worried about "the most sordid and dangerous thing just now in our graduate schools," namely, that they are "attracting . . . men, not because they must be scholars, but because they want a job. Why is the degree made the be-all and the end-all? It is beginning to be known like a 'union card' for labor."

So the first two decades or so after the formation of the AAU witnessed an elaborate and continuing debate of the objectives, procedures, and programs of graduate study—a debate that does not sound anachronistic today. And throughout the period the enterprise expanded. But the period was crucial less for growth in numbers than for growth in evaluation and self-recognition. By the early 1920's, the college's demands were sizable; and the Graduate School, after the standardization of this period, was in turn ready for a development of its own.

Growth and diversification thus came during the fourth period between World War I and World War II. On the basis laid by the elementary school came the consecutive periods of growth of the educational layers above. First the high school, then the college, then the Graduate School—about 25 years apart as the lower laid the groundwork for the upper, both in supplying the raw material and in demanding the product. The larger the high school enrollment, the more students there were to go on to college and the more high-school teachers were required. The larger the collegiate enrollment, the more the flow of students to the graduate schools and the greater the need for teachers from them.

From 1900 to 1940, everything in higher education was increasing in size, and far faster than the population of the age group most directly involved. The latter did not even double in these four decades, but institutions offering the doctorate more than tripled; college faculties became five times as large; college enrollments, six times; baccalaureate degrees, seven times; and graduate enrollments and degrees, from 13 to 18 times.

As for diversification, this was a period when the composition of the graduate student body changed for good—away from whatever remained of the nineteenth century's genteel tradition and social elitism and toward primary concern with simple intellectual quality. In addition, the doctorate was itself diversified not only to more specialized fields within the arts and sciences but far beyond, to a number of professional fields: Agriculture, Business, Education, Engineering, Home Economics, Journalism, Librarianship, Nursing, Social Work.

And the debate went on, in the same terms. The preparation of college teachers was a live issue then, with a sharp growth in college enrollments, just as it is today, with another increase ahead. Throughout the 1920's and 1930's, the discussions of the AAU returned to the topics: Should there be two doctorate degrees, one for researchers and one for teachers? Should there be more direct training for teaching? Was the doctorate program too specialized?

The old refrain about the master's degree was raised several times: the "existing confusion" at the beginning of this period (AAU, 1921) became "evident confusion" near the end (AAU, 1935).

As for the undue extension of graduate work, in 1934 the AAU formally resolved that it "views with concern the growth of the number of institutions conferring the Ph.D. degree in fields in which . . . they are not adequately staffed or equipped for work"; but since no names were mentioned there was no need for any institution to think that the AAU meant it.

Revival and reappraisal are characteristic of the present, the period since World War II. Whatever was growing in graduate Education between the two world wars quickly recovered from the second and continued to grow, only more so.

As for conferred degrees, the figures that seemed so "overwhelming" at the graduate level at the beginning of World War II were more than doubled five years after its end, and have now trebled. More doctorates were granted in this country in the past decade than in all the years up to then.

Not only did the numbers increase; so did the volume of the debate, as I suggested at the outset. In the years since the war, an average of at least one important pronouncement a year has appeared on graduate Education, not counting the normal flow of journal articles, speeches, reports, committee meetings, etc.

Whatever else may be said, the idea that the Graduate School has not been subject to scrutiny or criticism or that it has been remote from the mainstream of educational discussion is simply not true. The Graduate School may have played its own "game" over the years, but it has not lacked for coaches, referees, and Monday morning quarterbacks.

So in less than 75 years, the modern university, led by the Graduate School, has come from nowhere to a position of leadership in American higher education. We should not forget how young the institution of graduate study was by World War II—only two generations or so. Many of the students of the first graduate professors were themselves still active in 1940 and were only then beginning to turn the system over to their students.

What has been the legacy? First, there is the internal organization of the Graduate School: the intermingling of graduate and undergraduate students, the single administrative tent for all graduate fields, the relative weakness of the graduate dean, the grading and examining system, the German graduate school on top the English college.

Then, underlying the entire enterprise and aggravating all other problems was the advancement of knowledge itself, with its inevitable specialization and proliferation, with the breaking up of some fields like Philosophy and the coming together of others like Biochemistry.

As for the highest degree itself, it is hard to exaggerate the importance attached to the Ph.D. As Richard Hofstadter has said, "the exceptional regard that exists for the Ph.D. in academic circles, where presumably most persons know better, has never been fully explained." And the degree itself has often been in the way of proposed reforms; for example, a broadened and enriched master's degree has never caught on as a degree for college teachers because it was not the doctorate; and in the arts and sciences the two-track system at the doctorate level has sooner or later come up against the question of which track would get the Ph.D. and what then the other would get.

Another important part of the legacy has been the dominant objective at the doctorate level, namely, research and training for research. The Graduate School brought research into the universities, protected and fought for it there, and will not lower its claims. Partly this has been the victory of science; even science's term "research" has won out over "scholarship" or "learning" as the central undertaking. Partly as a result, the Graduate School has always been accused of abnormal resistance to change—by those who had a reform to introduce. President Jessup of the Carnegie Foundation said in 1944 that it was "in a rut"; President Keppel of the Carnegie Corporation called it "the sacred cow in American education"; and Professor Richardson likened it in 1930 to the prohibition amendment. Anyone criticizing the Graduate School was considered immoral, incompetent, and filled with questionable motives.

If the Graduate School has not changed enough to suit its critics, it has not been because of a lack of controversy, for the legacy also includes the debate itself. Like many other such debates, this one perhaps did not settle much. Some early problems of graduate study were simply outgrown, as with the internal migration of students or the relationships with foreign universities; and some were resolved by events, as with the publication of the dissertation, where printing costs largely settled the matter, or the master's thesis, where the pressure of numbers was decisive. Not many seem to have been settled by argument and agreement. The same issues have always been discussed in the same way: What does the Ph.D. really mean? What is the place of the master's degree? How can standards be maintained under the pressure of numbers? Why aren't the students better qualified? Why not give the preparation of college teachers more consideration relative to research, especially since college teaching is the prime occupation of the graduates? What can be done to counter the growing specialization of the disciplines? How can the doctoral dissertation be domesticated? How many institutions should offer doctorate work? And all of these must still be reckoned with today. *Plus ça change, plus c'est la même chose.*

In the end, the lessons of history are often ambiguous. There are those who claim that so little has been done to meet the criticisms that naturally they have had to be made over and over again. On the other side are those who believe that the critics have simply been wrong, that they have only been the dissident minority found in any large system, and that cooler and wiser heads have been prevailing. Whatever the case, this much at least is clear: What has happened in graduate Education not only sets the stage for what is happening, but determines a good deal of the plot and selects many of the cast of characters as well.

So, how do things stand today, and for the next years? My own conclusion can be stated quite briefly: Though there are a number of things that ought to be changed in graduate study, by and large the system is doing a good job. I believe that most of the recent criticisms are, on the whole, not warranted. I put the point that simply in order to signal you where I have come out, two years and 400 pages later.

In preparing this paper, I was somewhat at a loss as to how best to present a coherent summary of the large amount of material I collected in the course of my study. Rather than single out one or another aspect of graduate Education I have decided to try to present an overview of some of my own conclusions, even though that involves me in the risk of going too far too fast.

As for the proper conception of graduate study, it appears to me that two basic propositions are central, at least for the arts and sciences: (a) Training in research and scholarship should be the primary purpose of doctoral study; (b) training at the doctoral level must be specialized.

The first seems to me to be warranted by the market argument—where people go—but also by the topical importance of the matter in the modern complex society, and above all, by the timeless objective of furthering man's knowledge. A large and growing number of people with such training are needed, and the Graduate School is the only place where they can get it.

The second seems warranted because of the need for soundness and depth in knowledge. In a way, it seems strange that a few words must be said in academic circles for specialization at the close of a formal educational career, for specialization as the handmaiden of excellence, for specialization to keep up with the advance in knowledge itself—in short, for training people who know what they are talking about. The tip-off, I suppose, is that few people ever complain about specialization in graduate study as such—it is always "narrow" specialization or "undue" specialization or "over" specialization that is criticized. Obviously, it is hard to be for *them*. But it is easy to be for that degree or kind of specialization necessary for depth in knowing and understanding.

As things stand in scholarship today, that means specialization not beyond the normal discipline. No amount of interdepartmental reshuffling of graduate training will make a sick discipline well. If the Graduate School has to choose between breadth and thinness or specialization and depth—and in view of the time and talent available, it does have to—it should choose the latter.

In short, I believe that the Graduate School should aim at training the skilled specialist—not, if I may say so without being misunderstood, at producing the "educated man," the "cultured man," the "wise man." General education is the task of the college and if it is not done well there, then it is not the best solution to push the demand up on the Graduate School, which has another spirit to serve and properly so. If it is argued that the college cannot do the job because the Graduate School sends it the wrong kind of teachers, my feeling is that the best general education is a sound one in the basic disciplines, that as part of his undergraduate education the student should learn a lot about something important (plus if possible something of how it came to be learned), and that the best teachers for that program are the specialists in the fields.

If two or three decades ago the critics had had their way and the Graduate School had turned primarily to the production of undergraduate teachers of great breadth, then I am confident we would be worse off today with respect to scholarship and knowledge, both pure and applied; and, to say the least, I am not sure we would be better off with respect to college teaching. Personally, I think we would be worse off there, too.

Where, then, will come the men of breadth and wisdom, the leaders outside the discipline? They will come, some of them, from a sound liberal education, a sound graduate education—and the experience of life. So far as the Graduate School is concerned, wisdom and leadership, like happiness, are best approached indirectly.

Now for the college-teacher problem more directly. A basic part of the criticism of present practice is what I like to call the market research argument: package the product for its subsequent use. Most doctorates go into college teaching and few make real contributions in research, so the Graduate School should organize its training accordingly: that is the essence of the argument.

Now, insofar as such arguments hold, as some come close to doing, that the Graduate School should devote itself to the training of college teachers because that is the only place they are trained, to that extent the argument can be dismissed as simply begging the question. That is where they are mainly trained, but it is also the only place where researchers are trained too, and increasingly, as we shall see, some types of practitioners as well.

There is the further argument that college teachers are in themselves more important than any alternative products of the Graduate School and hence should be given priority. This is such a subjective position, and so open to dispute, that it is seldom made so explicitly, though as a belief it must certainly underlie the judgment of many critics. At the least, what with the growing importance of research in our national life in recent years, the argument seems weaker today than it was only a couple of decades ago.

What are the facts? First, the proportion of doctorates employed in college and university posts has fallen from about 75%-80% around 1900 to about 60% today. The trend is clearly down, so that the market argument that was not persuasive enough to change the situation in the past is even weaker today. If it was a good argument earlier, it is not so good now; and if it was bad then, it is worse now. In addition, while 60% of the current recipients of the doctorate go into "college or university employment," only 20% go into "undergraduate teaching in a liberal arts college." The rest go into university work, where they have the opportunity, and the ambition, to teach graduate courses for which research training is the *sine qua non*. As a matter of fact, three-fourths of them are already handling graduate courses, within two years of getting the doctorate. So even at this early date, only 25%-30% of the doctorates are undergraduate teachers mainly or entirely. Only in the humanities are they a majority, and then only about 55%.

The relevance of all this for the market argument is clear: if doctoral candidates are to be trained for what they are going to do after getting the degree, then training in research must be provided—yet the "overemphasis" on research training is precisely what the present doctoral program is being criticized for and what the critics seek to replace.

The second assumption holds that few recipients of the doctorate publish. Again, the facts seem to be to the contrary of a sample of doctorates in 1947-48 in nine major fields, a majority having published scholarly articles in every discipline but History (just over one-half in Education).

So it appears that both of the major assumptions of the market argument are faulty: fewer than "most" are engaged in college teaching and more than a "few" publish research and scholarly titles. In short, I conclude that the policy argument cannot itself justify a radical change in the priorities presently assigned in the graduate training program, away from research training and toward the preparation of college teachers.

Neither, in my view, can the concern over the numbers problem, i.e., whether we can get enough college teachers for the student bulge of the 1960's. After going into the matter in some detail, I have concluded that the sense of crisis that makes discussions of graduate Education sound shrill these days is unwarranted and misleading. There is a problem, to be sure, but it is far from the magnitude commonly accepted, or at least commonly repeated from the usual sources. There is no reason to relax about the matter, but there is no reason to get tense about it either. The numbers problem too does not appear to justify major changes in the training program.

Above all, it is well to keep some objectivity and perspective on the matter. What is the problem? It is that within a 15-year period we shall have to double our baccalaureate ranks. But baccalaureate degrees have doubled, or more, every 15 years or so in this century—whereas doctorates have more than kept pace, by doubling every decade or so.

As for the institutions that carry the load of graduate study, we are now in a long shift away from the "great private universities." In 1900, about three-quarters of the doctorates were given by seven of them—Harvard, Yale, Columbia, Chicago, Pennsylvania, Johns Hopkins, and Cornell. A year or two ago, the public universities for the first time gave more doctorates than the private institutions, and that trend is certainly going to continue.

Related to the growth in number of graduate institutions is their stratification. In effect, there are a number of subsystems of graduate Education that touch one another at several points, that give verbal allegiance to the same sets of standards, but that are truly competitive for faculty and students only at the margins. Most of the competition goes on *within* the layers, as faculty members move from one institution to another of the same class and as students are drawn by stipends from one to another. On the average, the top institutions have the first pick of talent, by their own standards; and the choice then filters down the hierarchy, imperfectly to be sure, but still effectively. For the doctoral student, the importance for his career of starting at the highest possible point of the institutional pyramid is hard to exaggerate. In this connection, the value of national fellowship programs is precisely in moving able students up the ladder—precisely, that is, what they are under attack for doing.

With regard to the present group of graduate students, I have time to report only on the essential question of their quality. How good are they? Are they getting better or worse? What's wrong with them? At least, in the judgment of the graduate faculty and the graduate deans, the answers are all on the plus side.

We have all heard the complaint that under the impact of numbers the quality of graduate students is falling off. If it is, the people most concerned have not noticed it. Is "the quality of the students in doctorate programs declining under the impact of numbers?" No, say two-thirds of the faculty able to judge and over four-fifths of the deans. How do they compare with graduate students before the war? A little better, says the graduate faculty (about 3-to-2); a lot better, say the deans.

But beyond the comparison with the trend, what about the comparison with the standard? When I asked the graduate faculty what they thought of "the quality of the student group now coming into graduate study, considering what the doctorate program should attract," only 14% said that the quality was "inferior to proper requirements for the doctorate."

As a more refined measure, aimed at getting at another complaint about today's students, I asked the graduate faculty: How many of "the graduate students these days are not genuinely dedicated to their studies or deeply interested in them—i.e., are not really willing to work hard, to take pains in their work, to have the pride of craftsmanship?" Their estimate, on the average, was only 25%. There are no comparable data available, either by time or by vocation; but it would seem to me, given the human condition, that three out of four *with* such qualities must be close to par.

What's wrong with them? This is primarily a question about their undergraduate preparation: what is right and wrong with it. Again according to the faculty and deans, two aspects of undergraduate preparation are considered poor and one very good. The two poor ones have to do with foreign languages and the ability to write English; the very good one is preparation in the major subject field.

Now the foreign language requirement is an old irritant. As for the students' ability to express themselves in English with clarity, accuracy, and economy, to say nothing of grace or style, that complaint is made across the board, in the sciences as well as the humanities and certainly in the professional fields. If they could have only one, I'm convinced, the graduate faculty would choose facility in the native language over that in the foreign!

The other extreme judgment is more consequential still. That is the belief that the student's preparation in his major subject field is the most satisfactory aspect of his undergraduate work. (In a way, it should be, since that is often what he is selected for!) This conviction is equally strong in all fields, the sciences as well as the others. When I went on to ask, "Would you prefer graduate students in your discipline to have more undergraduate preparation in your own discipline than they now do, or not?" less than a quarter of the graduate faculty wanted more in their own discipline, and almost all the rest did not. "What undergraduate preparation would you prefer?" About half said, "Broad general education," and the rest mentioned subjects that were at the heart of it, notably, Mathematics, Chemistry, Languages, and English.

This seems to me a highly important two-fold vote: for more general education as the appropriate preparation for graduate work, against more and more preparation in one's own field. Certainly the climate of opinion in academic life is assumed to be the contrary.

I come to the matter of degrees. Now, the symbolism of graduate degrees cannot be dismissed as either trivial or degrading; too much depends on it. The image and the prestige of the Ph.D. are in the center of the stage and cannot be moved away, not in the visible future. This means that any proposal for reforms must come to terms with the hard fact. Blame it on the misguided ambitions of the colleges, the pride of the universities, the false assigning of priority to a mere symbol over a preferred reality, the improper standards of the accrediting agencies, the arrogance of the holders; but there it is. Some reforms would be easier to introduce if they could deal only with the substance of trained intelligence, but as it is, the package comes complete with label.

As for the "meaning" of the degree, I am not inclined to agree with those who deplore the present range by both field and institution. Given the fact of a mass system of higher education, plus the fact of institutional stratification to which I referred, I am not concerned about the alleged differences in standards within the system nor about the spread of doctoral programs to more and more institutions. We need a lot of doctorates—and a lot of different kinds of them—and if institutions with low prestige "get into the act," that does not affect the number at Harvard, Berkeley, Columbia, Chicago, and the rest at the top. Any number of distinctions are made among Ph.D.'s and after all, ambiguity has some functions in so large and complicated a system. In any case, no one is fooled by the tag who doesn't want to be.

Under the impact of numbers and of institutional diversification, something had to give in the degree structure and, since the Ph.D. would not, the master's did. The enterprise is now so large and so diversified that many feel there is room for a new degree, either intermediate between the master's and the doctorate or beyond the doctorate. With things as they are, what names would be given the new degree is by no means the least controversial issue involved in the matter. My own view is that a postdoctoral degree is not needed (the very fact of postdoctoral work is still enough recommendation in itself) and that an intermediate degree, while it has an attractive rationale, is probably stymied by the realities of the situation and is a poor second to the genuine article. As for the master's degree, it has lost status in the arts and sciences, it is no longer under the control of the top institutions, and it cannot be recovered as an acceptable degree for college teachers. There is too much going against it: the historical decline, the lowered prestige, the diversity of meaning, the numbers of claimants relative to the numbers of faculty available for sponsorship and guidance, the competitive disadvantage relative to the doctor's degree, the coolness of the better colleges, the reluctance of the better students, its poorer career prospects, too low a return on the investment. I conclude that this clock cannot be turned back.

Now let me turn briefly to two important aspects of the program of doctoral study: its duration and the dissertation.

Almost everyone is concerned about duration. The critics who fear that the system is going to turn out too few doctorates in the years ahead, those who believe that the whole emphasis on research is wrong, those who think that the degree has fallen off from traditional standards, even those who want things added —all of them agree that the period of doctoral study is too long. There is hardly a recent discussion of graduate Education in which this note is not played loud and strong.

But how long is "too long?" The figures on "how long the doctorate takes" do not always agree simply because there are three ways to measure the period: (a) the elapsed time between receiving the bachelor's degree and receiving the doctorate; (b) the elapsed time between entering upon graduate study and receiving the doctorate; and (c) the actual time spent in doing the work for the degree. And these figures vary substantially, as follows:

	Arts & Sciences	Education
a. Time elapsed, bachelor's to doctor's	8 years	12+ years
b. Time elapsed, start to finish	5	4.3
c. Actual, full-time equivalent	3.5	2.8 (Ed.D. less than Ph.D. by ½ year)

As we all know, doctoral candidates, unlike baccalaureate candidates on the one hand and law and medical students on the other, do not work straight through on their degree programs, and still less do they work full time on their studies. The course to the degree is not continuous for nearly half of them, i.e., it is interrupted by a time away from the campus; and it is particularly discontinuous in the social sciences, humanities, and Education (about 60%) as compared with the sciences and Engineering (about 30-35%). Here again is the effect of greater support for the latter.

So, most doctoral candidates are part-time students in one or the other sense. What else do they do while working for the degree? They work to support themselves, primarily in academic employment: an average of nearly a year at the doctorate institution, well over a year in other academic employment, and about two-thirds of a year in nonacademic jobs.

So, here is another irony in the debate over doctoral study. The critics of the length of doctoral study want the candidates turned out faster, in part, so that they will be available for academic employment. But that is precisely what they *are* engaged in, many of them full time. Even if the candidate did finish in a shorter period *elapsed* time but with the same *actual* time spent on the degree, there would be little gain for the system—only a redistribution of academic talent institutionally and at a higher rate of pay!

The same issue of time arises in the case of the dissertation, along with its partner, "length in pages." The dissertation certainly contributes to the "undue length" of doctoral study. It is second only to money as the cause of too long an elapsed time, and it is also important in the case of too long an actual time.

How long does it take "in total time spent working directly on it"? In the arts and sciences the median was about one and one-half years and in Education it was just under a year; so that there is some discrepancy between the reality, especially in the sciences, and the norm of one year now being proposed by those who seek to expedite the training process. Incidentally, whereas about 70% of dissertations in the arts and sciences were completely done at the university, that was true for only about 40% of the dissertations in Education. As a result, the field of Education has a much more serious problem with what I call "the ABD's"—those who have fulfilled all requirements except the thesis (All But Dissertation)—than is the case in the arts and sciences.

But the major cry about the Ph.D. dissertation—aside from its occasional pedantry or sheer silliness—is its length (outside the sciences). It is always possible to cite extreme cases in which it took a great deal of space to say not very much. Once more let us look at the record. How long are doctoral dissertations these days?

The median length of dissertations in Education is just 200 pages with the range from under 50 to over 1000. Actually the dissertations prepared for the Ed.D. and Ph.D. in Education have the same median length. If Psychology is not included, then Education has the shortest dissertations of any discipline in the humanities and social sciences.

As you know, there has been some talk recently about shortening the dissertation. How willing are people to consider shortening the traditional dissertation? I asked the question in progressively demanding terms:

PROPORTION AGREEING*

	Graduate Faculty				Recent Recipients		
	Graduate Deans	Social Sciences	Humanities	Education	Social Sciences	Humanities	Education
"Allow, or even encourage, shorter dissertations"	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
"Allow dissertations of [illegible] pages"	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

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* [illegible]

Finally, whether or not people are satisfied with graduate training comes down to a considerable degree to whether or not they are satisfied with the current state of health of their discipline. In this respect the range is from about 65% "very satisfied" at the top down to 7%. For the arts and sciences faculty as a whole the figure is 30% and for the Education faculty, 18%.

The roots of the present situation are intertwined in the history of higher education in this country. Note how much of the picture is accounted for by these five factors:

1. The rise of mass higher education and its attendant diversification
2. The expansion of the body of scientific and scholarly knowledge
3. The demand for the Ph.D. as product and the prestige of the Ph.D. as symbol
4. The ambitions of particular universities
5. The system of student support.

All of these, I take it, are given for today and tomorrow and all of them place certain limits on what can be done. If you want to put it that way, they exact a price from the system. If the society wants "everyone" to have a college education, the society will not only have to pay for it in dollars, but in relative quality as well. If we want hard knowledge, we shall have to pay in specialization. If we consider diversity a value, we shall have to pay in diversification of standards too. If student support on a large scale is not forthcoming from some source, then the problems of duration, attrition, and interrupted study will remain with us.

I do not have the time here to go into my own recommendations, but I would like to close with a brief look at the record of the Graduate School.

Over the years, the Graduate School has done pretty well by the society:

It has grown from a few fields training a few students in a few institutions to a large and impressive system of advanced training.

It has trained a large body of professional teachers for American higher education and trained them in subject matter.

> It has increasingly trained staff for the secondary and elementary school system, especially at the level of leadership.
>
> It is increasingly training personnel for administrative as well as research posts in industry and government.
>
> In addition to providing personnel for enriched undergraduate work on its own campus, it has led a number of educational experiments at the collegiate level, and it produces a number of the leading texts used throughout the system of higher education.
>
> It is now taking the lead in the reconstruction of parts of the curriculum at the high-school level and in the further training of high-school teachers.
>
> In all these ways it has served as the source in which a large part of the educational system renews and refreshes itself.
>
> In both educational and noneducational spheres, the Graduate School's stamp is accepted as a qualifying mark of competence, often *the* qualifying mark, so that the Graduate School has become the chief screen of scientific and scholarly talent in the society.
>
> Its leading personnel have increasingly served as advisors and consultants on the largest issues of our national life—foreign relations, economic affairs, scientific policy, civil rights and liberties, health and welfare.
>
> In one of its spheres it has become a key to the national security; and in others it has made direct contributions to the good life, through the application of learning.
>
> In a relatively brief period of years, it developed an American brand of advanced training that surpassed the models abroad and not only held American students, but attracted more and more foreign ones.
>
> And overlying and underpinning it all, the Graduate School has brought American research and scholarship to a position of world leadership and has systematically furthered man's knowledge of himself and his world.

To anyone who sees life steadily and sees it whole, this is quite an accomplishment for a relatively few decades.

What is needed now is twofold. The first is to make graduate training more efficient—more purposeful, more directed, more compressed, less beholden to the Ph.D. symbol and more to the actual task of training men of skill and knowledge. That seems in a way a prosaic prescription; but it rests on a grander conception that is the second need of the system of graduate training.

That is the sheer recognition of itself as a leader of American education—and even of American life—and the acceptance of the responsibility that position implies. Whether it wants it or not, the Graduate School now has the responsibility. As the system of higher education becomes more massive in the next years and as the society itself becomes more complex, the need for trained intelligence will grow, and so will the importance of the Graduate School. As the president of the Carnegie Corporation told the American Council on Education less than a year ago, "The role of the universities is undergoing a remarkable change. They are being thrust into a position of great responsibility in our society—a position more central, more prominent, more crucial to the life of the society than academic people ever dreamed possible." And this role of the universities —really, these days, the multi-versities—is played out predominantly by the Graduate School.

What American academic life needs is a sense of pride, of *esprit de corps*, of profession in the best sense. That is the lead the American Graduate School must take in supplying to itself and its constituency. It holds a critical position in the life of the mind in this country, as the home of the American scholar.

TEACHER EDUCATION IN THE 1960'S

*E. T. McSwain**

The excellent summaries which we heard at the Conference, "The Doctorate in Education," enabled us to gain an interpretive understanding of the ideas and suggestions which emerge from the different discussion groups concerning opportunities, issues, and responsibilities now facing administrators and faculties in institutions which offer graduate programs in teacher education. As I reacted psychologically to each report, I reaffirmed the view that the 1960's may prove to be the most important period of decision making in teacher education during this century. A doctoral program at each institution involves more than a printed statement of objectives, admission standards, professional courses, and seminars. A doctoral program is, in reality, the process and product of the faculty in professional thought and action. Many off-campus factors may have a bearing on the decisions to be made. However, the administrators and faculty in each teacher-education institution are the primary agents in determining the improvements to be achieved in the master's program and the doctoral program during the sixties.

Challenging to thought and action is the awareness that a majority of the educators who will be expected to serve the nation and American education during the last quarter of this century will receive their advanced professional preparation at teacher-education institutions during the sixties. The guiding aim of graduate programs should be to produce competent leaders in Education in the years ahead. Candidates for an advanced degree in Education should be expected, during their period of graduate study, to acquire high competency in examining the far-reaching implications for Education to be found in contemporary societal conditions and trends, in understanding and accepting the human values which give meaning and direction to responsible citizenship, and in their ability to rely heavily on professional planning and research when initiating and appraising experimentations in organization, curriculum, and instruction. The possession of these important competencies by persons who will be awarded a master's degree or a doctor's degree will be conditioned in a large measure by the purposes, values, and standards reflected in the thinking and action of administrators and faculty in each college or university. The opportunity with large dimensions and important consequences facing each institution in the sixties is to recruit and prepare graduate students who will possess and apply a high quality of productive leadership in public and private education in the last three decades in this century.

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In an age of nuclear energy and technological productivity, man is rapidly developing the "know-how" to design manufacturing processes and to produce material products which will accelerate the rate and scope of occupational and social change. The enduring achievements to be made in a democratic society will have, however, their origin and content in functional intelligence. The development of mental and moral power must keep pace with technological advance if man is to use the new technological "know-how" to improve the quality of individual community living.

Urgent is the need for the general public to understand that education in a free society is the only means to develop informed and morally responsible minds. ICBM's (intercontinental ballistic missiles) are instruments which must be constructed for military defense. Equally important is the development through education of MMRM (mature, morally responsible minds) as democracy's instruments to effect social progress in a global, interdependent world. This is now the significant role of doctoral programs in teacher education. The quality of academic and professional competencies possessed and applied after graduation are more important than the degree awarded by the institution. Achievements in improving the doctoral program as a means to produce professional competencies of a high quality depend upon the individual and collective endeavor of administrators and faculty members who accepted a participating membership in this primary educational role of institutions offering programs in teacher education.

The quality and consequence of decision-making designed to secure improvements in doctoral programs will be effected by many of the factors which have been discussed during this Conference. I offer for appraisal comments on a few factors which I think have a high priority rating.

One factor directs our attention to the need for the faculty in each institution to devote time to collective study of significant societal conditions and trends for the purpose of determining the implications for curriculum experimentation, instructional innovations, and research in elementary, secondary, and higher education.

Urgent is the need to examine the educational implications arising from the rapid increase in the nation's population. Reports are now available which indicate that the population may reach 225 million people by 1975. A recent report indicates that there will be an increase of 33 million persons during the 1960's. The rapid shift from small communities to urban and metropolitan areas presents problems to be solved related to human relations, transportation, and government. The rise from 15 million to 19 million persons over 65 years of age by 1970 must be a growing concern of educators. The increase and speed and scope of ideas and information through radio and television will place heavy demands for informed youth and adults in an age of jet-propelled transportation. The one concern of educators is not the mechanical safety of the machine, but rather the mental maturity of the passengers who use this instrument to interact with peoples in different parts of the world. Higher requirements and new occupational fields in industry, commerce, and the professions will require youth to receive from educational programs higher levels of mental competencies.

A relatively new societal condition and trend is the increase in global interdependence. Education must help youth and adults learn to live not only in the Western hemisphere and the Eastern hemisphere, but in a global hemisphere. Persons who will be awarded the doctor's degree in Education should be expected to demonstrate broader understandings of the geographical environment, the cultures, the government of people living in the non-Western countries.

Another factor requiring careful study relates to the increase in the amount of grants to higher education from the federal government and from foundations. These grants, when properly used, can be effective means of improving doctoral programs in teacher education. Some questions which merit careful consideration may be such as these: What are the purposes underlying a request for a grant from the federal government or from a foundation? In what way will the grant be used to improve research, time, and facilities and to reduce the teaching load of already heavily loaded faculty members? May the grant encourage the introduction of new courses or specialized areas which draw heavily upon the faculty manpower? Is there a need to look upon foundations and the federal government as probable sources for financial aid, yet to leave the design and control of programs underwritten in part by grants entirely with the administrators and faculty of the institutions?

A related question involves how to safeguard the professional welfare of faculty members who may be invited to participate in a project which has a terminal point without being assured that if they meet the proper standards they will have continuous status and membership in the faculty. Another question deals with the problem arising when a doctoral student may be expected to engage in intensive research in a specialized area at the expense of time for library search to improve his competencies in advanced general education.

Another factor which calls for decision making during the sixties relates to the role of diversification in teacher education. I recognize that much may be secured of a positive nature through co-operative relationship between and among institutions of higher learning. However, one of the significant characteristics of American higher education has been diversity. The full responsibility for designing, conducting, and evaluating doctoral programs in teacher education should be left with the administrators and faculties of each institution. I am cognizant of the important role to be rendered by professional accreditation of programs. Upgrading of programs and standards cannot be evaded without serious consequences. However, I think the autonomy for each institution deserves recognition and protection.

Another factor, which is not a new one, relates to the need to define specifically the job or jobs to be undertaken by each institution offering a program in teacher education. The directions guiding the courses and standards in such fields as School Administration, Educational Psychology, Elementary Education, Secondary Education, Guidance and Counseling should emerge from a careful study of the job to be done and the competencies to be expected by graduates of these programs. Improvement in doctoral programs carries a greater responsibility on the part of the faculty to determine when a graduate is qualified to accept an educational position. "What should the faculty of an institution establish as the requirements of a graduate who may be employed in a school as a school psychologist?" "If this graduate has little or no work in Psychology, even though he may have had many courses in Educational Psychology and Child Development, is he properly qualified for the responsibilities which accompany a position of this type?"

The leadership role of the school superintendent is rapidly moving from activities related to organization and management to activities related to leadership and community education. What is the emerging job of the school superintendent? What kind of doctoral program will enable the graduate to obtain the competencies to be expected in general education as well as professional Education? Is a person who has specialized in School Administration without having had some graduate work in Sociology, Political Science, Economics, and the science of human behavior adequately qualified for the new responsibilities that societal trends are placing upon the superintendency?

Another factor, not a new one, concerns ways by which to develop interdisciplinary relations among the departments or schools of a college or university. Is there not a need in the sixties to interpret doctoral programs in teacher education not as a school or a departmental responsibility, but an all-university responsibility? Improvement in doctoral programs in teacher education in various fields may be effected to the degree that faculty members in other departments and schools interpret and accept their opportunity to share with the faculty in a department or school of education in planning and offering a broad program of graduate study. Progress toward improvement in the graduate program for doctoral students may move forward as institutions design and support an all-school or an all-university Graduate School. Policies, course standards, and degree standards for all degrees would be under the control of the graduate faculty of the institution.

Another factor related to improvement in doctoral programs in teacher education is the teaching load of the faculty. If faculty members are to have time for professional reading, professional writing, and research, a reasonable teaching load should be offered. Pardon a personal reference, but I am indeed pleased that the institution where I serve as co-ordinating administrator for the faculty in the school of education has reduced the teaching load for all members of the faculty to two courses each quarter. This was accomplished by reducing the number of courses and by combining some courses which were closely related in content. The faculty of a department or school of education is the educational program in action. The urgent need for administrators to obtain additional budget may encourage an expansion in the number of courses offered on and off campus. There is a fundamental difference between a graduate course and a course offered on campus or off campus to improve teaching in-service. It is not a case of either-or; however, it is important that appropriate standards of admission and scholarship be observed when courses carry graduate credit.

During the 1960's there will be an increase in the number of high-school graduates with high academic potential who will be admitted to college. This presents an opportunity for faculty members to observe undergraduate students and to encourage those with high academic and professional potential to pursue study for the master's degree. The faculty may observe carefully students working for the master's degree to determine those persons who should be encouraged to pursue graduate study for the doctor's degree.

Another factor meriting appraisal as a means to improve doctoral programs is the residence requirement. A great step forward, beyond the master's degree, may be achieved when all institutions of higher learning, by voluntary action, would agree to hold the graduate to one full year of residence study. The purpose of this requirement is to provide the student with more time to engage in independent study and library research.

The increased cost in tuition may be a deterring factor on the part of many competent graduate students. This is especially true of students who are married and may have a family. A concerted effort should be made through the AACTE and other organizations related to higher education to obtain state and federal fellowships. These fellowships would be interpreted as an investment that is being made in the improvement of public education by the people of the state or federal government and the recipient of the fellowship is their agent to do what they are unable to do as individuals. These fellowships should be awarded on a competitive basis and the recipient of the fellowship be permitted to attend the college or university of his choice.

Frankly, I am critical of certain phases of the present National Defense Education Act which allocates graduate fellowships only to those institutions which design, submit, and have approved by the federal government a new or different graduate program. This practice can encourage additions of new but not needed fields of study and render no assistance to established programs of study.

I am cognizant of the achievements that have been made in teacher education on the undergraduate and graduate level through the executive officers, committee members, and members of The American Association of Colleges for Teacher Education. Continued support from this co-operative endeavor presents an effective way to produce improvement in needed doctoral programs, to eliminate the development of programs in institutions where adequate manpower is not available, and to assist the administrator and faculty of the several institutions to maintain professional standards consistent with development of a high quality of competence in leadership on the part of the graduates of the doctoral program. The meaning and productive service of AACTE is in fact in the professional contribution rendered in carrying on the program of the Association by each member of the faculty or faculties of member institutions. I hold the view that improvements to be made in admission standards, course standards, fellowship standards, and graduate requirements for graduate programs in teacher education will emerge from collective thought and action of the faculty or faculties of each institution. We have the opportunity in the sixties to share in helping to develop professional competencies of leaders in teacher education and public education who will be recognized for the quality of their services to Education and to the nation during the years 1975-2000 A.D.

As we face the problems of increased enrollment, of need for more adequate faculty salaries, of money for physical facilities, it may be advisable for time to be given to the idea that it is the quality of a faculty, not the number of a faculty, that brings recognition to an institution. It is the quality of the students, not the number of students, that determines the productive leadership of persons who complete a doctoral program. It is the amount and quality of self-education with professional counseling which determines the content and scope of the competencies to be acquired by graduate students rather than the number of courses completed. Improvement in the quality of doctoral programs in teacher education may be facilitated by additional budget and facilities; however, the productive content which characterizes the improvements in the program reflects the quality of the planning and production of each and all members of a college or university faculty.

I am confident that I express the thinking of each person who has attended this Conference when I express our appreciation to Dr. Pomeroy, Dr. Allen, Dr. Moore, Dr. Yauch, and other individuals who have devoted so many hours in designing and conducting a conference that I am sure will be very effective in moving forward our desire to reach higher levels of quality in graduate study and especially in programs offered for doctoral students. The productive results of the Conference will not depend on the number of printed addresses or study summaries we may take home for our files, but rather on our readiness to continue our study of the ideas and suggestions which have been presented during the general sessions and the study groups during the Conference. Improvement in doctoral programs in teacher education may derive much benefit from attendance at conferences. However, productive results depend upon our willingness as individuals to work with faculty associates in striving for the goals we all may desire, to upgrade quality and excellence in programs of graduate study offered by all institutions participating in the highly important service to youth and the nation through the preparation of competent teachers and administrators at all levels of public and private education.

Appendix

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